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ABSTRACT

The 49 papers presented in this volume are evidence of the research, scholarship, and professional nature of the offerings of the third National Conference of African American Librarians, sponsored by the Black Caucus of the American Library Association. The papers are arranged into nine tracks and Pre-Conference topics: I: Library Connections: An International Information Exchange"; "Pre-Conference II: Globally Connecting the Stories for Children and Young Adults"; "Making Global Connections and the Information Superhighway"; "Making Global Connections in Library and Information Science Education"; "Making Global Connections in Collection Development and Archives"; "Making Global Connections in Public Library Services"; "Making Global Connections in Academic Library Services"; "Making Global Connections in Law Librarianship"; "Making Global Connections in Recruitment and Professional Development"; "Making Global Connections with Authors and Publishers"; "Making Global Connections"; and "Contributed Papers." Topics include mentoring library students; academic library development; cooperative cataloging; information networks; equity and the Internet; public health connections; recruitment of African American librarians and faculty; preservation and archival collection development; fundraising; library instruction; the concept of Black librarianship; linking librarians with at-risk students; serials management; residencies as career launching pads; finding legal information on the Web; dealing with diversity; multiculturalism; church libraries; and customer service. (Includes an index.) (AEF)

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Black Caucus of the American Library Association

CULTURE KEEPERS III

Making Global Connections

Conference Proceedings

BCALA 3rd National Conference of African American Librarians

Winston-Salem, NC
July 31–August 3, 1997

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Black Caucus of the American Library Association

CULTURE KEEPERS III
Making Global Connections

Conference Proceedings

BCALA 3rd National Conference of African American Librarians

Winston-Salem, NC
July 31–August 3, 1997

Culture Keepers III: Making Global Connections

Conference Proceedings of the 3rd National Conference of African American Librarians
July 31–August 3, 1997

Edited by

Teresa Y. Neely
Colorado State University Libraries
Colorado State University
Fort Collins, CO
and Members of the BCALA NCAAL Conference Proceedings Committee

Black Caucus of the American Library Association

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Introduction

The 49 papers presented in this volume are evidence of the research, scholarship, and professional nature of the offerings of the 3rd National Conference of African American Librarians, sponsored by the Black Caucus of the American Library Association.

It has been quite an experience helming this project, and unfortunately, for a variety of reasons, all of the papers and presentations from the conference are not included. It is the hope of this Proceedings committee that the authors and presenters not represented will share their scholarship, expertise, and research in other venues so that the profession at large will benefit.

These proceedings have been a long time in coming and the rich content proves that it was well worth the wait. The papers from the Concurrent Sessions are arranged into 9 tracks, based on the call for papers issued prior to the conference by the Program Committee; along with the presentations of 2 Pre-Conferences and 6 Contributed Papers. The 9 tracks and Pre-Conference topics are as follows:

- Pre-Conference I: Library Connections: An International Information Exchange
- Pre-Conference II: Globally Connecting the Stories for Children and Young Adults

- Making Global Connections in Library and Information Science Education
- Making Global Connections in Collection Development and Archives
- Making Global Connections in Public Library Services
- Making Global Connections in Academic Library Services
- Making Global Connections in Law Librarianship
- Making Global Connections in Recruitment and Professional Development
- Making Global Connections with Authors and Publishers
- Making Global Connections
- Contributed Papers

The associate editors worked very hard editing and transcribing the content of these Proceedings and we would like to extend a special thank you to the all of the authors who worked with us in preparing their papers. It is our hope that our efforts will reflect the essence of the authors' intent.

Sincerely,

Teresa Y. Neely, Editor

Proceedings of the Third National Conference of African American Librarians

June 1999

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Mission and Purposes of the Black Caucus of the American Library Association

Mission:

The Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

Purposes:

1. To call to the attention of the American Library Association the need to respond positively on behalf of the Black members of the profession and the information needs of the Black community by reviewing, analyzing, evaluating, and recommending to the American Library Association actions on the needs of Black librarians which will influence their status in the areas of recruitment, development, advancement, and general working conditions; and to provide information on qualifications of Black librarians.
2. To review the records and evaluate the positions of candidates for the various offices within the ALA to determine their impact upon Black librarians and services to the Black community.
3. To monitor the activities of Divisions, Round Tables and Committees of the American Library Association, by active participation within these groups, to make sure that they are meeting the needs of Black librarians.
4. To serve as a clearinghouse for information about Black Librarians in promoting their wider participation at all levels of the profession and the Association.
5. To support and promote efforts to achieve meaningful communication and equitable representation in state associations and on the governing and advisory boards of libraries at state and local levels.
6. To facilitate library service which will meet the information needs of Black people.
7. To encourage the development of authoritative information resources about Black people and the dissemination of this information to the larger community.
8. To open up channels of communication to and through Black librarians in every unit of the ALA.

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Pre-Conference I

Library Connections: an International Information Exchange

Another Look at Africa and African Americans

E. J. Josey

As we gather in this Third National Conference of African American librarians, I am honored that you have asked me to address you. I have chosen the topic 'Another Look at Africa and African Americans.' I believe that this topic relates to our theme, Culture Keepers III: Making Global Connections.

African Americans have always had a fascination with the continent of Africa. Even during the dark days of slavery when we were torn from Africa and brought to the United States, we never lost sight of our Motherland. Although our families were broken up and torn asunder, we still maintained links with the past by not forgetting the other language that we had in Africa. Those of you who will remember Roots may recall that is the way that the distinguished author of Roots, Alex Haley, was able to determine from what part of Africa his ancestors had come to these shores. He remembered the words that his grandmother related to him and was able to piece together historical fragments that serve as the backdrop for one of the great literary works of the 20th century.

During the early years of the century, black Americans were relatively ashamed of Africa and anything that purported to be African. During the years of the 20's, the 30's, and the 40's the only pictures that African Americans saw of Africa were the Tarzan pictures which indicated that Africans were savages, wore loin cloths and were primarily beasts of burden. In the heart of hearts of African Americans, they were proud of their ancestors, but when they saw those pictures in the context of American and western civilization they were rather ashamed of their past and did not want to claim their African heritage. Then came the 1960's when many of the African states gained their freedom from the colonial powers; African Americans began to see diplomats and representatives to the United Nations on the television representing African states. These diplomats, men and women, were elegant and well spoken. They made all of us proud of Africa and our heritage. We African Americans began to reestablish and strengthen our linkages with Africa. While the Tarzan movies were considered negative and distressing to African Americans, nevertheless, we did not abandon Africa as our homeland. This is quite evident that most of our early churches maintained the name, African. Even today the AME church, the African Methodist Episcopal church, continues to have the name Africa in its corporate name. In Savannah, Georgia where I did my early professional career, is the oldest black church in America; it is known as the First Africa Baptist Church. There are

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E. J. Josey is ALA and BCALA past president, professor emeritus, School of Information Sciences, University of Pittsburgh.

a couple of other churches in that city that bear the name Africa, as a matter of fact, the Second African Baptist Church is located there. Therefore, we did not abandon our ties to Africa, for we were proud of our linkage to Africa. Africans were a deeply religious people. Lerone Bennett Jr. tells us that "Religion, to the African, was life. Every event was charged with religious significance, and the climax of life was death. The African's attitude towards death, anthropologists say, survived the Atlantic crossing and took root in the soil of black American life."[1] It is quite understandable why the early churches were proud to put in their corporate name that the churches were African. In addition to religion, art was a very creative form in Africa and this survived and came to America with us. Another contribution from the African soil that migrated with us to America was music, for music was embodied in many things in Africa with the poetry of the tom-toms. The call and response pattern with the leader and the course alternating we see in our churches and in many other things that we do musically. Time will not allow me to talk about the many many things that we brought from Africa. Nevertheless, I would like to share with you what Lerone Bennett has said.

> The individual who emerged from this African chrysalis was courageous and creative. He was not soft; he was hard. He had fought the tsetse fly and hundreds of nameless insects, and had survived. He had rested from the hungry jungle gaps of land and he had found time to think beautiful thoughts and to make beautiful things. He was used to hard work and he was accustomed to an elaborate social code. If he was a nobleman or a rich merchant or a priest—if, in short, he belonged to the upper classes, as did some who came to America in chains, he was used to political responsibilities, to giving orders and taking them, to making and altering rules, to governing. In fact, as Stanley M. Elkins said, in an otherwise questionable essay, "he was the product of ... cultural traditions essentially heroic in nature."
>
> What is equally true and equally important is that Africa's past is critical to an understanding of white America. For it is impossible to understand white America, it is impossible to understand Thomas Jefferson or George Washington or the US Constitution, without some understanding of Africa's gift to the New World. And what that means, on the level of history and the level of reality, is that America, contrary to the generally accepted view, is an African as well as European invention.[2]

While we focus on the topic, Another Look at Africa and African Americans, we must understand that African cultural patterns are a real part of American society today.

While the African American did not like what he or she viewed on the movie screen about Africa through the Tarzan movies, nevertheless, the African American was interested in doing something about Africa.

In 1900, 97 years ago, there was held what was called the 1900 Pan-African Congress. The Pan-African Congress was held in London in Westminster Town Hall July 23, 24, and 25. There were thirty-three men and women representing people of African descent from throughout the world. Of the six delegates from the United States were two women from Washington, DC, Audrey Cooper and Ada Harris. Cooper was an Oberlin graduate and only months away from succeeding Robert Terrell as principal of the famous M Street High School in Washington DC. Of course the American delegation was led by our own Dr. William E. B. DuBois.

In the closing session of the Pan African Conference, Dr. William E. B. DuBois made his famous speech, which was entitled, "To the Nations of the World." Dr. DuBois indicated that

> In the metropolis of the modern world, in this closing year of the 19th century there has been assembled a Congress of men and women of African blood to deliberate solemnly upon the present situation and outlook of the darker races of mankind.
>
> The problem of the 20th century is the problem of the color line, the question as to how far differences of race ... are going to be made hereafter, the basis of denying to over half the world the right of sharing to their utmost ability the opportunities and privileges of modern civilization. To be sure, the darker races of today are the least advanced in culture according to European standards. This has not, however, always been the case in the past, and certainly the world's history, both ancient and modern has given many instances of now despicable ability and capacity among the blackest races of men. In any case the modern world must remember that in this age... the millions of black men in Africa, America, and the Islands of the Sea, not to speak of the brown and yellow myriads elsewhere, are bound to have great influence upon the world in the future, by reason of sheer numbers and physical contact.... If, by reasons of carelessness, prejudice, greed and injustice, the black world is to be exploited and ravished and degraded, the results must be deplorable, if not fatal, not simply to them, but to the high ideals of justice, freedom, and cultural which a thousand years of Christian civilization have held before Europe.[3]

Dr. DuBois and the NAACP

The NAACP was founded in 1909. Dr. DuBois was one of the leading proponents for the establishment of the organization. While the NAACP was primarily concerned with domestic issues that black Americans faced in the United States, the NAACP was also concerned about racial problems from an international point of view. It was concerned especially about South Africa and other places of the world such as India, Tunisia, and Indonesia. At the close of World War I, when it became evident that there was to be a peace conference, the NAACP adopted what was known as "The Future of Africa: A Platform." The twelve point platform did call attention to the problems of Africa along with excellent solutions. Through

Dr. DuBois' initiative, Pan-African conferences were organized in 1919, 1921, 1923, 1927 and 1944 in an effort to expose the evils of colonial imperialism in Africa and to discuss the wrongs that had taken place there. These conferences that were held during the years that I mentioned above had a tendency to keep alive in the hearts of American blacks their African origin and their obligation to a land of their race's birth. Africa had been stripped of a great deal of its wealth by alien people. The NAACP was the major organization of this country at that time that was speaking on behalf of Africa, and all of us owe a great debt of gratitude to Dr. W. E. DuBois for his efforts. It was Dr. DuBois who sensitized the NAACP regarding the importance of Africa.

What I have tried to show is that African Americans have had a long time interest in the affairs of Africa. I have belabored the point in order to provide an historical perspective. We will now turn to the Black Caucus' interest in Africa.

The ALA Black Caucus and Africa

Twenty-five years ago, at the 1972 January Midwinter meeting of ALA, I pointed out to the Black Caucus that the American Library Association in its programming for International Book Year was thinking about every part of the globe except Africa, and I urged the Caucus to take positive action to correct ALA's indifference to Africa.[4] The Caucus unanimously adopted a resolution in support of the 1972 International Book Year, and urged Black Caucus members to visit Africa to work in libraries. We sent a funding request to send a person to Africa to represent us in the libraries of Africa. Vivian Hewitt, Mohammed Aman, and I served as a subcommittee and wrote a proposal for funding of the project. We were able to obtain funding from the African American Scholars Council of Washington, DC to provide financial resources to send Thomas Battle of the Howard University Library to serve on the staff of the National Library Board in Freetown, Sierra Leone. In this exchange effort, Harry Kamara of the National Library Board of Sierra Leone journeyed to our country and served on the staff of the Howard University Library as well as the District of Columbia Martin Luther King Jr. Library. The funding from the African American Scholars Council also provided the Caucus the opportunity in 1974, two years later, to send the eminent Wallace Van Jackson, a Librarian Emeritus of Virginia State College to journey to Africa to serve on the library faculty of the University of Botswana, Lesota and Swaziland campus in the city of Manzini. In this particular exchange program, there was no exchange because the library did not have a librarian to send to America to obtain experience here.

The Black Caucus, IFLA, and Kenya

In 1982 several Black Caucus members traveled with me to the IFLA Conference that was held in Montreal, Canada. At this conference, we met with the chairman of the Kenyan Library Association who asked our help in having IFLA meet on Kenyan soil. However, at that time, I was serving on a working group for the establishment of a Section on Library Services to Multicultural Populations in IFLA. At this meeting Ismail Abdullahi was presenting a paper on the needs of minorities, and I found that his views and my views were about the same. Some of our European colleagues did not support our views but we prevailed. It was at this conference in Montreal that we met with the Chairman of the Kenya Library Association and began to think about ways in which we could have the American Library Association Black Caucus work with the Kenya Library Association in bringing IFLA to Kenya and also to sponsor a special seminar in Kenya. We were successful in obtaining the support of the Black Caucus in this endeavor as well as librarians of color in England, and in other parts of Africa to support this initiative. At the time, I had no idea that when the IFLA conference would take place in Kenya that I, E. J. Josey, would be the president of the American Library Association and would lead the American delegation to IFLA. I returned from the 1981 IFLA conference fired with enthusiasm, and I urged a large number of people to consider attending the IFLA conference in Nairobi. Of course in organizing the conference we asked people to participate and to contribute papers to the IFLA preconference seminar. For the first time in its history, the 1984 General Conference of IFLA was held on African soil, in Nairobi. The conference theme was *Underlining the Indispensability of Library and Information Services in National Development.* The Black Caucus of the ALA joined the Kenya Library Association in organizing the first seminar of African and African American Librarians.[5] The IFLA preconference seminar brought together African librarians and African American librarians who presented papers and exchanged ideas on a variety of issues such as literacy programs, services to children, ethnic collections, library and bibliographic instruction, public library services, and the transfer of information technology. While the seminar was organized by me who at the time served as the president of the American Library Association, I had great support and help from my colleagues in the Kenya Library Association and Dr. Abdullahi who, at the time was living in Denmark. Many of those who participated in the Black Caucus/Kenya Library Association one-week preconference seminar felt that the preconference seminar was far better than the main IFLA conference. I will be forever indebted to the many Black Caucus members and many black librarians who journeyed with us to Kenya to help our brothers and sisters in that nation to sponsor the first and only meeting of IFLA to be held on African soil. There are some of you present who also participated in this historical event and will agree that this was a great occasion and historical event that we will never forget. It is my hope that we will on another occasion be able to meet with our colleagues in Africa. We did try on two or three occasions to work with our colleagues from Nigeria, but political events at the time prevented our being able to carry out our efforts successfully. While I have represented the American Library Association in many nations of the world including Australia and numerous countries in Europe, I believe that the travel to Kenya was the most rewarding that I can remember. We must find other means to work with our African bothers and sisters in the library and information field. I would be remiss if I do not call attention to the fine work that George Grant has done in organizing the sending of books to several parts of Africa as well as the Caribbean. While we can applaud ourselves on these small efforts, nevertheless, there are many other things that we can do as well.

A Look at Africa Today

All of us are very happy about what has transpired in South Africa. South Africa as most of you know was the most racist nation on the face of the globe for its sanction of racism was a part of its constitution. Many of you may remember that I led the fight in ALA to get ALA to bring sanctions against South Africa. It was a tough fight, but we won every time that the forces of regression tried to spring back the clock to bring a resolution to the floor of Council to impede our efforts. When we look at South Africa today, we are grateful for the miraculous changes. We know that all is not well, but what has transpired is something that we can be very proud of, for Nelson Mandella has been a stellar president, he has been just terrific. We are also very proud of South Africa's Truth and Reconciliation Commission. This is a commission that has brought people together to talk about what crimes they committed in the terrible apartheid days and I think that this work is great. Of course when I think about this Commission, I think about the move in our own country to consider whether or not the government should apologize to African Americans for the slavery that we have had to suffer in this country. We are proud of some of the efforts that have been taking place in Africa. Very recently, Liberians lined up solemnly in the ruins of their seven year civil war in Liberia to elect a government that hopefully will bring peace to that troubled land. The United Nations recently has appointed a Malawin law professor as a human rights investigator for Nigeria and Rwanda. This was done last month in June by the Human Rights Commission of the United Nations. I trust that something good will come out of this particular development. While we have just probably proclaimed the virtues of Kenya in terms of hosting the first international library conference on African soil back in 1984, we are disturbed about the government shutdown of Kenyatta University and the four campuses of the University of Nairobi. We were also disturbed to know of the fact that the great Anglican cathedral in Nairobi that could be a sanctuary for people who are in distress was invaded by the police of Kenya to track down the students. We are hoping that peace will prevail in that land and that they will take a lesson from our spiritual, and "Study War No More."

In addition to pointing to what is transpiring in South Africa, I would be remiss if I did not mention the beginning of the Africa Economic Community (AEC) which has been recently established. Among its major objectives, the Africa Economic Community will seek to celebrate Africa's economic growth and development by defeating disease, hunger, and poverty. The AEC, whose founding treaty was adopted seven years ago was launched at the Organization of Africa Unity. It is our hope that this will bring a new dawn for Africa. Related to strengthening Africa economically, those of you who may have attended the National Association for the Advancement of Colored People 1997 conference in Pittsburgh may remember that President Clinton reminded us that his administration has just announced a new initiative on promoting economic development in Africa. He pointed out that several African countries economically grew about seven percent last year and with pride he said that more than half the countries on the continent of Africa today are democracies.

Continuing Efforts and the Future

I wish to applaud the Black Caucus of the American Library Association for its effort to support the Zimbwawe Book Fair. Some of our members have been able to receive grants to support their efforts in attending this very important book fair. It is my hope that while we support the Zimbwawe Book Fair that we will also help to support libraries in Africa as well. Many of you may remember that in 1987 on behalf of the USIA, the United States Information Agency, I traveled to several of the countries in East Africa to look at libraries and to talk to librarians' groups. I made a report that I wrote containing more than 100 pages about my experiences and my recommendations, but nothing has ever been done about it. Nevertheless, we will keep our hopes up and we must continue to find ways of helping our brothers and sisters in Africa. Those of you who will be attending the IFLA conference in Copenhagen will be pleased to know that an African woman from Botswana, H. Kay Raseroka, Director of the Library, University of Botswana, will be a candidate for the Executive Board of IFLA. This is the first time that an African has been nominated for election to the Executive Board of IFLA. I used my office as the Chair of the ALA International Relations Committee to get the help of all seven of the library associations of our country to support Kay, and I am hoping that Kay Rasoraka will win and become a member of that Board. While we have had a person from China and India to serve on the IFLA Executive Board we have never had an African. The time for this change must be in 1997. I know that all African Americans who will be in attendance at the IFLA Conference in Copenhagen will be pulling for Kay Rasaraka's election.

While we want to continue our professional relationship with our librarian colleagues in Africa, we must not forget the plight of the libraries in Africa. One of the most recent works in this area is a book entitled, Libraries in Africa: Pioneers, Policies and Problems by Anthony Olden, published by Scarecrow Press. While it is a revision of his University of Illinois Ph.D. dissertation, nevertheless, it does provide a panoramic view of some of the problems related to the lack of books, staff, facilities, and resources in libraries in Africa. In short, it is similar to the report that I did for the United States Information Agency. I am hoping that someone is listening. I almost forgot to say that this book was reviewed by our own Khafre Abif in the April 1997 issue of the *Library Quarterly*. If you do not have time or access to reading the book itself, you can at least read Mr. Abif's well-written review.

What Does the Future Hold

First of all, the Black Caucus should support the work of the ALA International Relations Committee in its efforts to strengthen our support for Africa. There is something else that we can do, for there is an organization that is called Constituency for Africa (CFA). It is a Washington, DC based education and advocacy organization. It is organizing a series of town hall meetings on Africa in cities all across this country. This is an unprecedented effort to build public and private support for Africa in the United States. If you live in a city where such a meeting is being held, I would urge you to attend these meetings and to help the people who are trying to get the United States government agencies such as the

United States Agency for International Development, the Peace Corp, and the International Monetary Fund to support Africa. Africa has been far too long a neglected continent. We who have African roots have a responsibility to change the status quo. I know by your attendance today that you are interested in helping us to strengthen Africa and especially to strengthen the work of our library and information professional colleagues in that great continent.

Finally, you who are assembled here are the culture helpers, and as librarians we must help all African Americans to cope with their diverse world—intellectually and emotionally—by recognizing their cultural interdependence with Africa.

Thank you.

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[1] Lerone Bennett, Jr. Before the Mayflower A History of Black America (Chicago: Johnson Publishing Company, Inc. 1982), p. 25.

[2] Ibid., pp. 26-7.

[3] David Levering Lewis, W.E.B. DuBois Biography of a Race 1868-1919 (New York: Henry Holt and Company, 1993), pp. 248-9.

[4] E. J. Josey, "Black Caucus of the American Library Association" in E. J. Josey and Ann Allen Shockley, Handbook of Black Librarianship (Littleton, CO, 1977), pp. 73-4.

[5] See Marva L. DeLoach, "An African Odyssey," Library Journal 110 (March 1, 1985), pp. 57-62.

Saving The Day: Making Global Connections To Preserve Cultural Ephemera

David Dorsey

Several studies have documented the extraordinary fiscal difficulties and programmatic challenges which most African libraries now face (Agboola 1993; Obiagwu 1993; Ogugua 1984; Onwubiko 1996; Alemna 1997; Kangas et al. 1995). This paper wishes to suggest that there are cost-effective ways in which African American academic libraries can support African libraries in meeting priorities defined by the African universities and libraries themselves, and can do so by serving our own collection development in materials which otherwise are inaccessible or prohibitively expensive.

The fiscal difficulties African libraries face are systemic. Most of the books in African libraries are imported (Agboola 1993; Jegede 1993; Alemna and Badu 1994). Eighty to 90 percent of the books are in English or French (Zulu 1994). Almost all books written in Africa, if published, are published in Europe or America. Indigenous publishing is fraught with difficulties. Only South Africa manufactures paper; elsewhere it too must be imported. In which languages should books be published? The domestic market is mainly served by imported works, and in every academic, technical, scientific, and commercial field, the works must be in the prevailing European language. The laws which governments must impose on institutional expenditures also fetter local publishers. Cash flow is needed for supplies, but payment for received books may take six months. Libraries cannot conform to publishers' new demands for payment in cash on or before delivery (Obiagwu 1993; Sowole 1995). Even in Nigeria with its 35 publishing houses and Ghana with its twelve, the whole industry under ideal circumstances could not approach the need or even the current demand (Jegede 1993; Creppy 1995; Ward 1996). Most countries, however, do publish some works in indigenous languages. But even the most urgent calls for increased domestic publishing emphasize the difficulties which remain at present insuperable.

Donor programs make a minuscule dent in the insufficiency (Mchombu 1991; Ogbigwu 1993; Raseroka 1994; Zulu 1994; Aguolu 1996; Ifidon 1996) and come not without ideological baggage and frequently fiscal debt. Most books are published by governments using scarce reserves of foreign exchange. The dearth of books in both public and university libraries is well documented (World Encyclopedia of Library and Information Services [henceforth WELIS]; Agboola 1993; Ifidon 1995).

The economic pinch itself has been exacerbated by "Structural Readjustment Programs" (SRP) mandated by the International Monetary Fund (IMF) and the World Bank. Passion requires me to forego explanation of how SRP has crippled the quality of life, the process of development, and the efforts at egalitarianism in Africa. There has never been in history a more devastating and comprehensive practice of usury (Ogugua 1984). That SRP requires governments to curtail the purchase of printed materials is one of the less noxious demands (Jegede 1993). The effects on health care, for example, are far more lethal. Yet devastating it is, for especially in rural areas it has introduced classroom conditions reminiscent of China in the 1950s and black South Africa in the 1970s. In regard to books as in all other aspects of living, externally imposed strictures of SRP have consciously, deliberately exacerbated the chasm between the few rich and the teeming poor. It is relevant that IMF explicitly forbids universal primary education and completely free education at any level. Thus the few most elite schools in the capital of each country may have a well stocked library, while many schools have vestigial libraries (with as few as 20 books or 100), and many rural schools have no library at all. By specifying expenditures for education, SRP dictates that the intensifying debt and penury of African economies will disproportionately constrict library acquisitions of poorer communities and schools.

Typically African libraries are legacies of colonialism which adopted missions and priorities more appropriate to Western, developed countries. Non-print materials are low priorities; grey literature is largely ignored; Western materials are inevitably more valued than domestic (Amadi 1989).

In the rush to employ the new electronic technology, African institutions are among the most disadvantaged in the world. The general inadequacy of infrastructure has already been mentioned. All of the hardware and software has to be imported at an expense prohibitive to most libraries. Obsolescence renders some of this expensive equipment useless even before expertise is available to install and explain it or to repair the most trivial failing. Even the most routine spare parts must be imported; downtime and costs are disheartening. In language and procedures the software is never adapted to recipient cultures (Kanamugire 1995). Communication between librarians and computer scientists is often testy when the technicians do not have the Euro-American computer tradition of intense pride in user-friendly applications. The librarians and patrons, in turn, lack the knowledge and orientation to make innovative use of the machines, or to revise established library practices in order to exploit the machines to meet unique local needs.

Perhaps in part as consequence of the fiscal vice, African librarians are frequently voicing a need to reconsider what information to acquire, preserve and deliver (e.g. Popoola 1992; Kangas et al. 1995; Bendorf 1995; Abdulla 1996; Otike 1996 and 1997). In countries where one half of the population is illiterate, the mission to provide information is vastly larger than providing books. Ward (1996) stresses this point in describing the success of mobile libraries transformed (and renamed) to be "mobile information delivery systems." (See also Sturges and Chimseu 1996) The duty to acquire and preserve cannot be confined to collecting books. The failure of 'development' based on Euro-American models, the quirks and cost of debt and dependence, and the patently self-serving conditions dictated by the IMF have all encouraged Africans to rethink radically the very concept of development. Hence, several articles reveal that the crises in acquisition, in usage by patrons, in flagging government support, in technological updating, in communication and cooperation between libraries, and in communication between librarians and other professions (such as legislators)—all these problems converge in requiring a change in the African library's mission and methods (Thapisa 1996; Odi 1996). Several librarians have emphasized the necessity to abandon the excessive orientation around books—Western books—the excessive commitment to a Western conception of what knowledge itself is, and what knowledge deserves to be fostered, disseminated and archived by institutions which provide information. (Alemna 1995). There is growing recognition that libraries should serve the mass of people as well as the elite, which paradoxically means serving the illiterate. Raseroka (1994) suggests "community information centers" and insists on proactive, inclusive 'information needs analysis" of what the library's whole community feels. Havard-Williams (1994) argues that libraries serving the poorest parts of the community are the most in need of innovative thought and training. Odi (1994) stresses the importance of oral communication and the preservation of the genres of traditional culture as well as its content. Amadi is most thorough in analyzing the competing epistemological and ontological premises of the West and traditional Africa, and the history and consequences of that confrontation. Mchombu (1991) is most thorough in observing the bureaucratic and attitudinal changes necessary to create a more symbiotic and constructive relationship between the library and the rest of the community (See also Awogbami 1995; Aguolu 1996). But as Zulu (1994) demonstrates, the new electronic technology, for all its costs, is a window of opportunity. For example, it makes communication with sparsely populated areas much more economically feasible (in the long run), and communication far more palatable and comprehensible to those communities than books, especially books in a foreign language.

There is, of course, an emerging global culture of the popular arts expressed in worldwide cloning of American styles, music, dancing, movies, television and clothing. In less affluent societies such imports bear the prestige of being exotic, expensive, sophisticated, privileged. Some traditional arts and tastes are neglected or restricted to ceremonial occasions. Others endure undiminished. But lost or retained, they are the realia of history. To record history, they need to be preserved, and libraries along with museums are the appropriate institutions for housing most forms of this evidence.

Moreover, as communities evolve, inevitably they incorporate external influences while preserving fundamental ideals and even forms of expressing those ideals. All contemporary societies in the global community are subject to the stress of precipitous change, and such stresses are necessarily expressed. If history is the record of social change, then ordinary people's expression of thought and feeling is the most revealing primary source for historians. Grey literature warrants preservation as much as things identified as art by the culture in which it arises.

The literature of library studies reveals that African librarians are increasingly concluding that their mission and objectives should be redefined to respond to the needs of their own societies. The literature also reports the exiguous constraints. Meanwhile, consensus in African American academic institutions already acknowledges both a cultural affinity to sub-Saharan Africa, and in significant respects we have the same relationship with Euro-American societies. The welfare of Africans is inextricably related to the welfare of African Americans. The direct exchange of information between African Americans and African people—*unmediated by decisions and financial control of any other persons or institutions*—is vital to our understanding of each other, to our helping each other, to our self-interests.

African American institutions, of course, like African institutions are beset by fiscal constraints. But I wish to suggest that the current crisis or revolution, namely, the need for electronic automation, is an opportunity, not an impasse (Gupta 1995). I propose a program of exchange without charge, by whatever means the parties have, of whatever materials either donor has to share and either recipient would welcome.

The first example is printed journals. Most African American libraries do not hold academic journals published in African universities. Most African universities do not hold African American journals. Yet for no more than the cost of postage, libraries could exchange copies of each issue. The middle men, the vendors, have valid reasons for their prohibitive charges when universities try to sell or buy academic journals between our two continents. Irregular publication, costs of foreign exchange, government regulations, limited demand, all almost preclude subscriptions. But complimentary exchange has none of these problems (Creppy 1995).

Electronic Journals

In America and in Africa international distribution of black scholarship is at the discretion of white institutions. But already African American institutions recognize the need to have web sites. There is no significant impediment to the creation of sites or pages on which scholars, even students, could publish scholarship. Libraries of graduate schools could give their thesis writers the option of placing their thesis on the internet and could establish a mechanism for determining which ones should be disseminated in that way. Those African institutions which have access to the same means could thereby escape the stranglehold of European publishing houses and vendors. There are vast possibilities of expropriation and exploitation inherent in internet technology, but it should be instructive that affluent businesses (.com), institutions (edu. and org.) and individuals find it advisable to place proprietary materials on the world wide web. It is bitterly ironic to find the generic victims of capitalism sacrificing progress through a self-defeating demand for profit.

Many African universities train students in collection and documentation of oral literature, with and without translation into multinational languages. Frequently now, by means of camcorders, these are recorded to meet the requirements of contextuality emphasized by Isadore Okpewho (1990; 1991; 1996). Although oral literature is also critical to African American life, to my knowledge African American institutions are much less knowledgeable and involved in these activities. Nevertheless, some oral art and history is collected. Institutions may hesitate to share freely copies of material for which they feel profit is warranted. But when there is little chance for profit, but easy route to propagation, scholars can now decide whether they wish to inform even when they cannot profit from doing so. Mailing cassettes or video tapes would cost little more than mailing journals.

In many African countries there is a large body of literature privately printed by and for persons who have limited schooling. Arguably these more directly reflect the thoughts and concerns of the common man than the works which address the international literary audience and get published in Europe and distributed by vendors. These works are cheaply sold on the streets, in markets, in bookstores. All African libraries could circulate (by internet or by photocopy) lists of such works which it can provide, and can receive lists of works which American libraries can provide. One or two sentence annotations could advise the reader of content. I emphasize the incomplete, distorted view of African criticism and African literature which results from our dependence upon international forums and vendors. My limited experience with African libraries suggests that our interest would stimulate their interest in more comprehensive collections.

The list of potential media and materials could be extended and certainly will expand as African American and African electronic infrastructure improves. The critical elements of this suggestion are 1) that there should be an active direct network between individual African American libraries and African libraries; 2) that we should adopt a principle of exchange rather than charges; 3) that individual libraries should exploit existing infrastructure, including electronics only to the extent that they are available; and, 4) that individual libraries publish their own collection priorities and the resources they have to share.

Even as I propose this network of exchange, I can see the potential impediments. But they seem to me only applicable when the suggestion is interpreted too ambitiously. Its logistical difficulties, costs, and uncertainties multiply only if there is a clearinghouse or other bureaucratic infrastructure. Such a structure could be justified only after considerable experience of individual libraries defines its tasks and advantages. My proposal simply urges that individual libraries and librarians who recognize common interests can serve others to their own advantage. The proposal also assumes that we recognize—as all the authors I have consulted recognize—that the problems of electronic automation are an opportunity for rethinking what is the information we should be collecting, preserving, and disseminating, and to whom.

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South African Dream

Fannette H. Thomas

Dreams are for the young and the young at heart. Cherished among my many dreams was the one to visit Africa. Well, dreams do come true. My first visit to Mother Africa was a trip to South Africa with the Citizen Ambassador Program (CAP) and the Association for Library Service to Children. The object of our visit was the exploration of matters relating to children's literature as reflected in South Africa.

Entering the land of Nelson Mandela, one feels a charge riding on the currents of the airways. When one arrives in Johannesburg, one finds a bustling metropolis that is the largest city in Sub-Saharan Africa. In November, Johannesburg, is draped in the spring season with Jacaranda trees, decorating the skyline of the city with their purple hue. The beauty of the surroundings hides the scars of the past and apartheid. Our first day there was filled with food, and eating played an important part in this trip. Our orientation session to the CAP project was a banquet held on Sunday evening.

On Monday, 4 November 1996, the day started at 8am with a trip to Pretoria, which is more than 30 miles from Johannesburg. There, we toured the Pretoria Public Library which is three years old and a very modern institution. Then the morning was devoted to presentations on children's literature in South Africa, education for librarianship, an outreach program for street children, and of course, storytelling. During the afternoon, the delegation toured the public library that served Mamelodi, which is a black township in the Pretoria area.

To include everything on our schedule, 5 November 1996 began at 8am. The delegation went to Soweto to visit the Greater Soweto Association for Early Childhood Development, where preschoolers and their mothers receive instruction. At 11 am, the delegation was at the Johannesburg Public Library, which has the air of a Carnegie Library state side. After a tour of the public library and lunch, we spent the afternoon hearing presentations by various members of the Johannesburg Children's Book Foundation, such as librarians, writers of children's books, book vendors and professors.

On 6 November 1996, the delegation was divided into three groups, each having a separate agenda for the day. Group 3 toured the Chiwelo, the Phiri, and the Mofolo libraries. These were three of the five libraries that serve the black township of Soweto. All three libraries were a room or rooms in a community center building. Then we toured the major sights of the township, stopping at the memorial to the young children in the Soweto uprising of 1976.

The late Fannette H. Thomas was the former coordinator for collection development, Essex Community College, Baltimore, MD.

In the afternoon, the group toured the Sandton Public Library which is a suburb of Johannesburg, and Jenny Milward, the young adult librarian for the Johannesburg Public Library, made a presentation on the youth services of the city.

The 7th November 1996 was spent in tours of the cities of Johannesburg and Pretoria. The highlight of the tours was the new African Museum in Johannesburg, which is dedicated to the native populations of South Africa.

For the weekend, the adventure was sight seeing in Kruger National Park. Larger than Wales or Israel, Kruger National Park encompasses some of the most stunning and diverse terrain in Africa, from crocodile infested rivers to rocky mountains. The delegation took two game drives, spending all of Saturday winding by the Sabie River. Sighted were impala, lions, elephants, wildebeest, buffalo, giraffe, baboons, monkeys, and a wide variety of birds.

On Sunday 10 November 1996, the delegation made its way to Cape Town. Backed by the familiar shape of Table Mountain, Cape Town presides over a coastline of unsurpassed beauty with numerous mountains edging the seas. What stays with each visitor to Cape Town is the sheer grandeur of its setting—Table Mountain rising above the city, the sweep of the bay, and mountains cascading into the bays and oceans.

Starting the day of 11 November 1996 was Professor S. Ridge who gave a lecture on higher education in South Africa at the University of the Western Cape. Discussed were the Bantu program and the colored instruction under apartheid. Today, the University is 80% black and 20% colored. After a tour of the modern campus which dated from 1960, there was a professional exchange between the delegation and the faculty of the library school of the University.

On 12 November 1996, the delegation made the journey to Stellenbosch, which is the second oldest town after Cape Town in South Africa. The town is also home to the University of Stellenbosch, the country's first and most prestigious Afrikaan university, where the delegation spent the morning. We toured the library, then the Kayamandi and Stellenbosch public libraries. In the afternoon, we visited a large winery for wine tasting and sightseeing. On the 13th November 1996, the delegation divided into small groups, again. Our group went to Athlone, the colored township, and spent the morning with Cedric Callaghan, the Coordinator of Children's Services for Cape Town. At the library, various librarians from the Cape Town Public Library shared stories in Xhosa, English and Afrikaan. The morning ended with a visit to a school in the black township of Gugulata.

Making the 25 mile hike to Cape Hope was the object of 14 November 1996. The delegation climbed to the top of the Cape and experienced the meeting of the Atlantic and Indian Oceans.

South Africa is a varied land, and so are the many faces of its people. For years, apartheid was the crown of thorns on this nation and it has left its mark on the country's institutions. Services and agencies serving the minority white population are on par with the best of the western world, while what is provided for the majority black population ranks in the 19th century at best or is in even a worse state. In spite of the glaring lack, the black majority population exude a great sense of hope as well as tremendous pride in the current changes taking place in South Africa.

Dreams do come true. For two weeks, I lived my dream of an encounter with Mother Africa. Dreams come true for the young at heart.

South Africa's Children: Hope and Possibility

Khafre K. Abif

Abstract: *A slide show of the presenter's recent two-week trip to South Africa with an educational delegation.*

The reason I decided to do my presentation in the slide form is because of the reactions I have gotten to the photographs. One of the things I did in cooperation with Head Start in Montclair, NJ was visit each classroom. I literally sat down on the floor with the children around me and went through the photographs of the trip to South Africa. I shot 33 rolls of film in two weeks, so I had hundreds of photographs.

During the process of showing these photos to children, I realized that a picture is worth more than a thousand words. The conversation and the questions that were stimulated by showing the children these pictures, and I'm talking about 3 and 4 year olds, revealed they already have some serious misconceptions about the continent of Africa. Serious misconceptions about what people wear, whether there were cars and vehicles, whether there were tall buildings, and that it wasn't all a jungle. I was able, in showing the photographs, to dispel a lot of that through the pictures and was able to communicate to them a sense that that's the place that they were from. They also identified people who looked like their uncles and aunts in some of the photographs, "Oh, this looks like somebody," and "Oh, this little girl looks like somebody else." So it was a learning process for them, and a very exciting process for me to be able to have that opportunity.

One of the things that I want to say off the top is that if it were ever a time and a place that African Americans are needed, it is in South Africa. The struggle for liberation didn't do a whole lot for education in South Africa. The motto and slogan was "Liberation now, education later," and now is later. They have liberation and now they have upwards of 60 to 65% illiteracy in South Africa and they have a lot of work to do. A lot of work in a lot of different areas because South Africa has 11 official languages and about 35 or 36 unofficial languages. You're dealing with very, very diverse populations in South Africa.

The title of my presentation as you will read in the proceedings is "South Africa's Children: Hope and Possibility," because that is all I witnessed in the children, their teachers and instructors, and their parents. Many

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*All photographs are courtesy Khafre K. Abif.

Khafre K. Abif is manager of children's services, Brooklyn Public Library.

of the adults in South Africa are not really concerned about their day-to-day well being, or day-to-day, what they want to be. It seems like the country is mostly concerned with the hope and possibility that they carry for their children, and for what their children will be able to accomplish in the coming years. George [Grant] is always putting out a call for people to help when he has someone in need of books and that kind of thing, and I'm fortunate again to be at Montclair where we respond to those type of things. We have sent, probably, hundreds of books and even sent material from our collection at Montclair Public Library to the places that I'll show you in these slides.

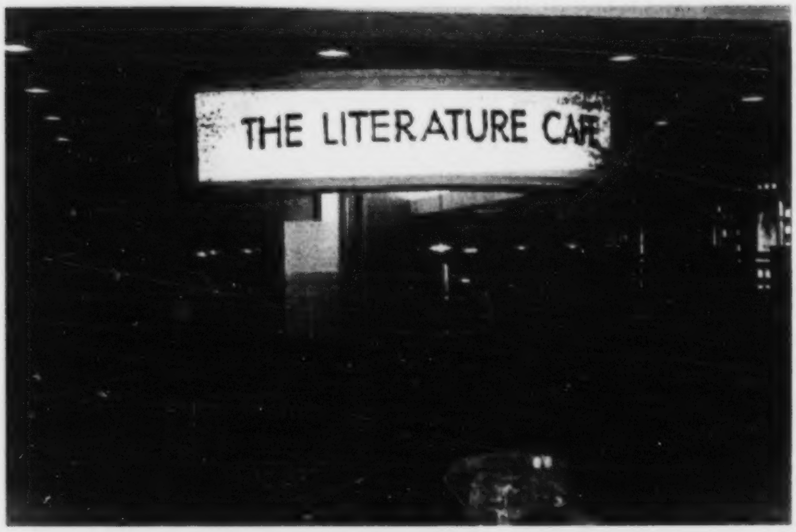
You can go many places in the world and people don't have much, and people will beg you for things. But in the two weeks I was in South Africa, I was only asked twice, both by children, and the question was, "Do you have a pencil I can have?" The children wanted a pencil so that they could write whenever they wanted to write, without having to share it or ask anybody, can they borrow their pencil. Anybody who knows me, knows that my love for children is very deep and I was caught up so many times, tearful, during my trip because as many things as I thought to bring, a pencil was not one of them. We brought many books as gifts and donations, but as someone said earlier, paper is a need. Paper is an extreme need in South Africa. Art supplies, paint, water colors, canvases, all those things are in great need in South Africa. For anyone writing children's books, there are many talented illustrators for children's books in South Africa. There were many, many protest artists during the liberation struggle, and now they find themselves with not much to do. I had the opportunity to meet several that were turned on to illustrating children's books.

I was able to give a presentation at the Johannesburg public library, that was entitled, "Reaching African American youth: A cultural-based approach." In my presentation, I was trying to convey to the South Africans that we have a significant need for what they have to offer us and that we also use what they have in trying to inspire, encourage, and motivate African American youth. That has been one of my main focuses in librarianship, and, I see we are there now, so I can start showing some of the slides.

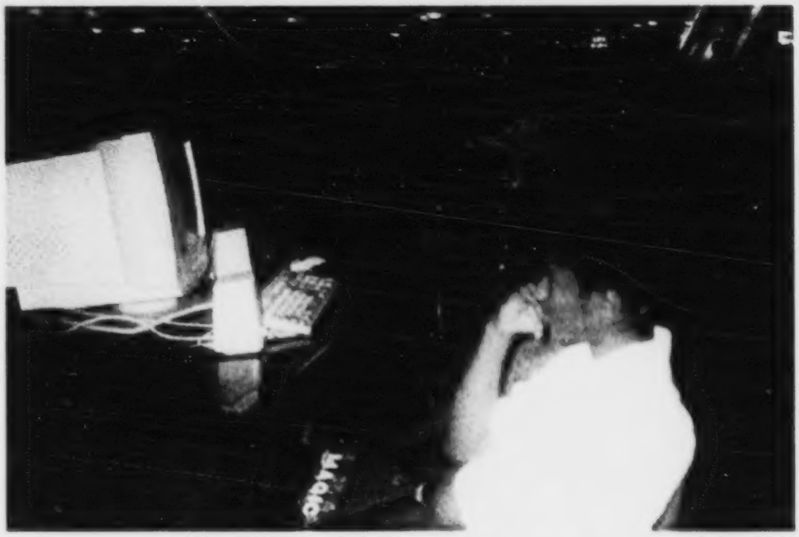
We started out in Pretoria. This is the Pretoria public library and this is a post-Apartheid library, a fantastic structure. It is in a mall area in downtown Pretoria. What is interesting about this library is that before the entrance there is a door to the magazine and periodicals room. If you are a business person who comes into Pretoria in the morning, you can go into the periodical and newspaper room prior to the opening of the public library and even after the library closes to read journals and newspapers.

PRETORIA
BOKGOBAPUKU A SETSHABA
LIBRARY

One of the things that we witnessed was black children in the library in droves. I mean, you'd go into the library and there were no seats available. They were getting as much as they could during the hours that the public library was open. Most of them I understand, came from areas that did not have public libraries in their community.

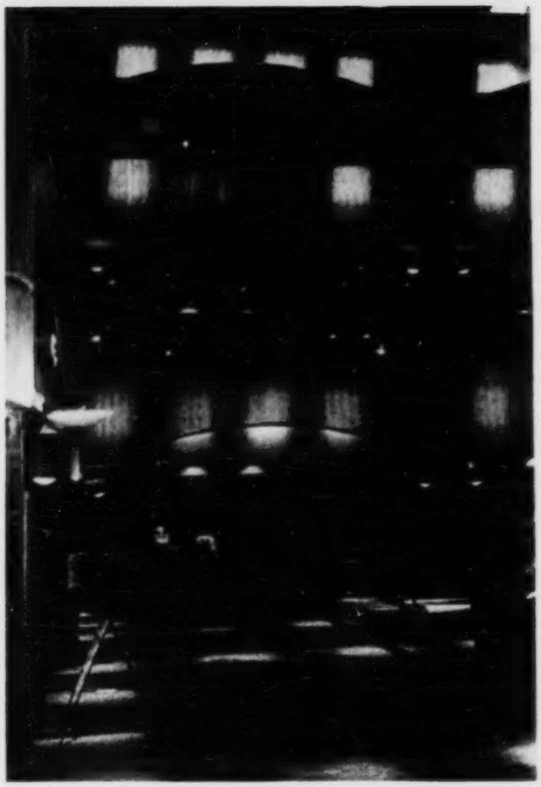


This is a modern library. It is the information center. They have a Literature Cafe in this library. Business people come in during their lunch hour and read and get their information, exchange their books, return and check out new books, and also grab a sandwich and coffee. So it's not all just bricks and mortar. Some things are turned around.



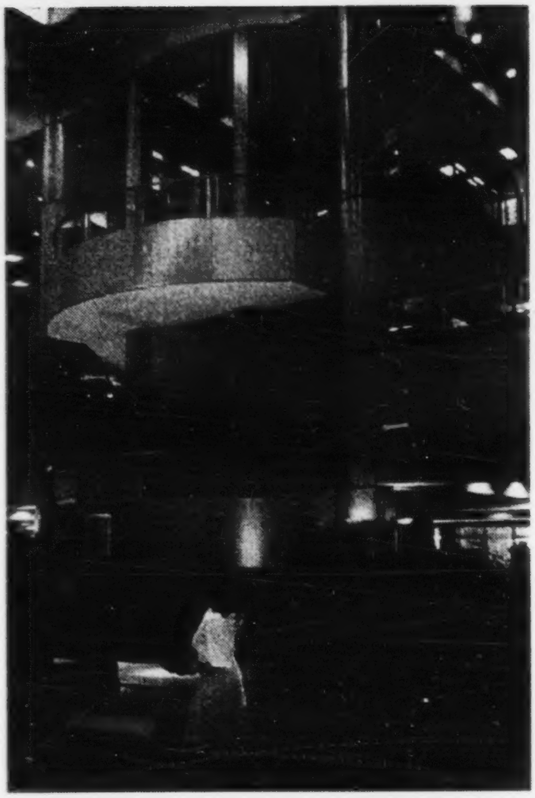
These young men are using the online computer to search for the books and information that they need.

This is a part of the Music Room. There were chairs that you sit in and put headphones on to listen to any number of selections that you chose in CD-ROM form.



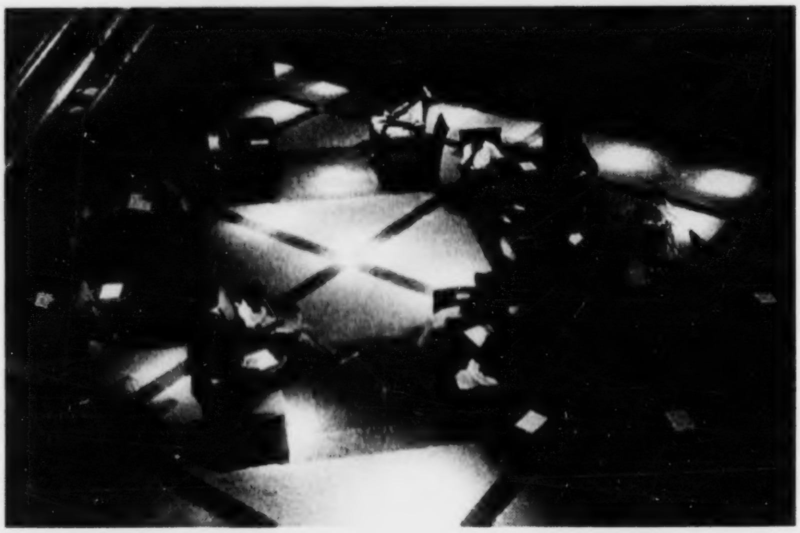
This is the atrium of the 1st floor of the library, showing that there were about three or four floors in this library.

This is, of course, my favorite spot, the Children's Room, with a wonderful storytelling pit. It was a very child friendly library.



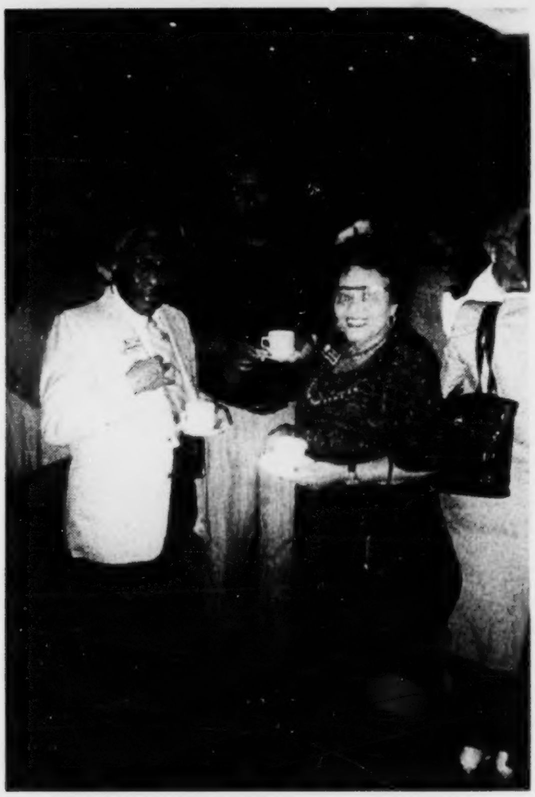
As you can see, a better look at just the architecture and interior of this library. That library also had escalators. It blew my mind. I hadn't even seen public libraries like that in this country.

This is the toddler area of the Pretoria Community Library. The space has a wonderfully warm and inviting feel.



I was up on the higher floor, taking a picture down at the lobby level.

A story teller that came with us on the delegation, Mrs. Pamela B. Simms. She is from California, she wasn't a librarian but she just visited.

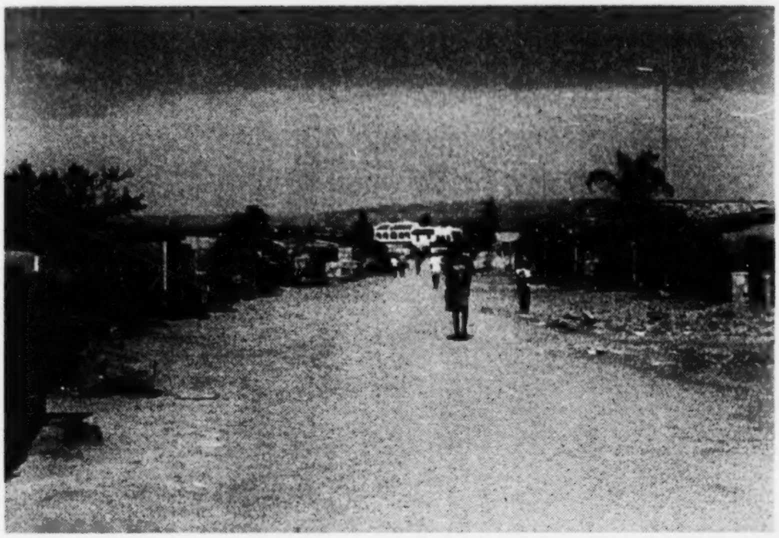


Dr. Lucille C. Thomas, Library Consultant/Trustee, Brooklyn Public Library, was on the trip and Dr. Spencer Shaw, professor emeritus, University of Washington, also was on the trip. In the center is a librarian from South Africa, who was a student at the University of Washington and studied with Dr. Shaw.

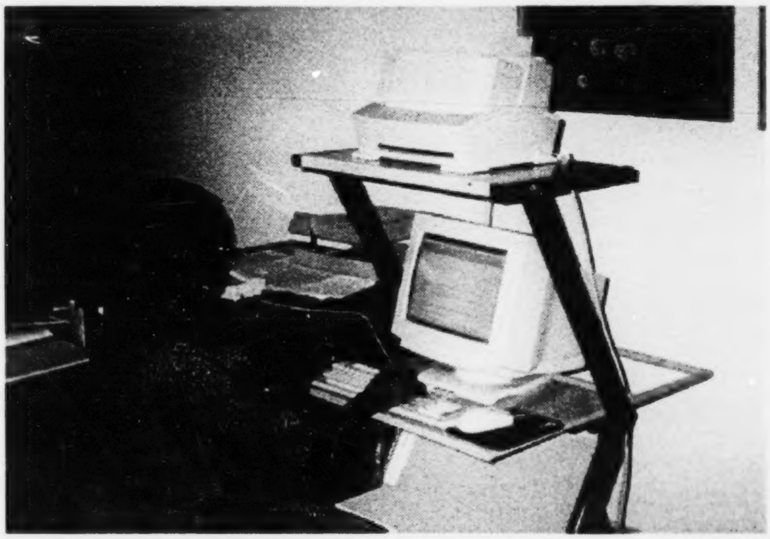
That's Clara [Stanton] Jones, on the right. She was also on the delegation, and this was my first time having the chance to meet her. I was having myself a ball. And she is just as fiery and bright and brilliant as I had heard about, fantastic lady.

This was Nana Mnthinkulu, a South African story teller who taught all of us children's librarians a thing or two about how we hold our hands and postures and what those things mean. We picked up a lot from her.

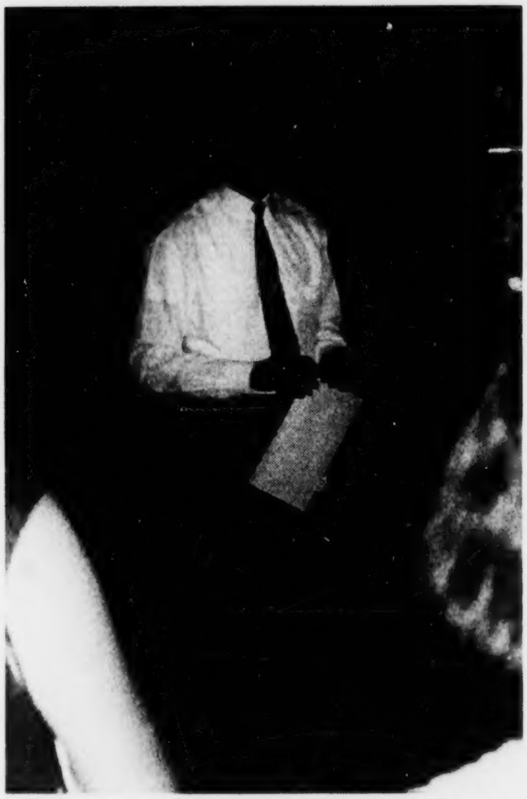
We went to Mamelodi; this is outside of Pretoria. You can tell the difference in the library; but this community is very, very happy and fortunate to have this library.



This is what the community pretty much looks like around the area of Mamalodi. Dirt roads and not many trees to provide shade from the bright hot sun.



They had just acquired this computer. This was the only computer they had in the building and they have their own web site. They were very happy to have it and a printer. Esme is the woman sitting at the computer. She has been trained and is going to be doing the training for the young people and the adults from the community who want to come in and begin using the computer and learning about the Internet.



This is Johannes Magoro, the director of the Mamelodie Public Library.

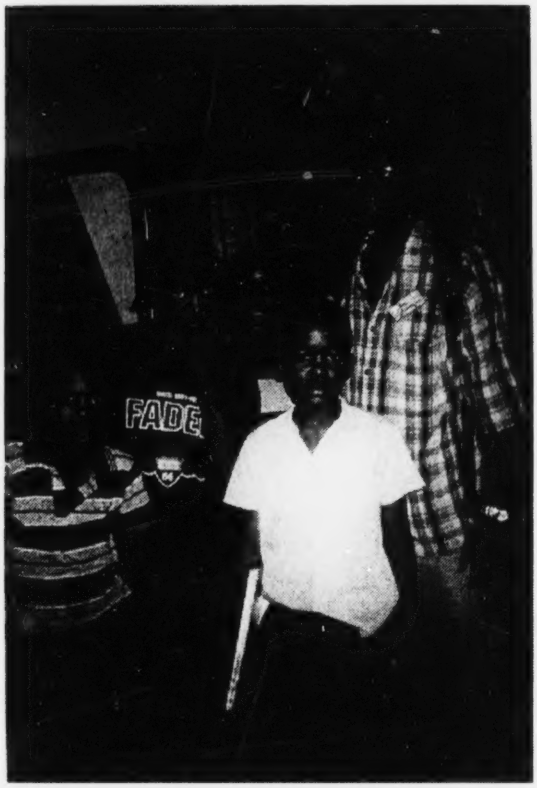
These are some of the children who I found just absolutely intriguing and excitable. We had a ball with these kids. You're talking about looking at the pictures, many of these children came into the library and weren't reading the picture books. They were telling stories from the picture books by looking at the pictures. The oldest child would take the book out and have their siblings and friends sit around them, and they would turn the pages of the picture book, and make up a story in relationship to the photo. It was fantastic.

Dianne Johnson Feelings was also on this trip. She is a professor of children's literature at the University of South Carolina, Columbia, and the author of several children's books.

Virginia [Hamilton]was trying to pull up her web site for the children to see.

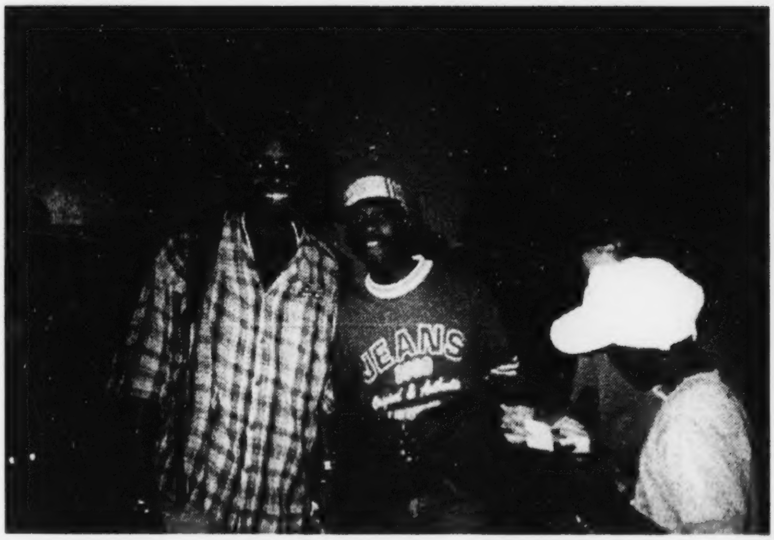
This is the circulation area.

Dr. Spencer Shaw took every opportunity to tell stories and here he was telling stories to a group of children.



These are some of my cut buddies; we were hanging for a minute. They had some very interesting questions; I was so surprised. Young men were asking me things like, "Do I know Michael Jordan?" and "Have I ever been to Shaquille O'Neal's house?"

This young man here, I'm hoping that in a year's time, he will join us here in the U.S. He wants to come to school here and so in terms of mentoring, I am going to try to get him here and try to put him in a University in a city close to wherever I live at the time so that he can continue his studies.



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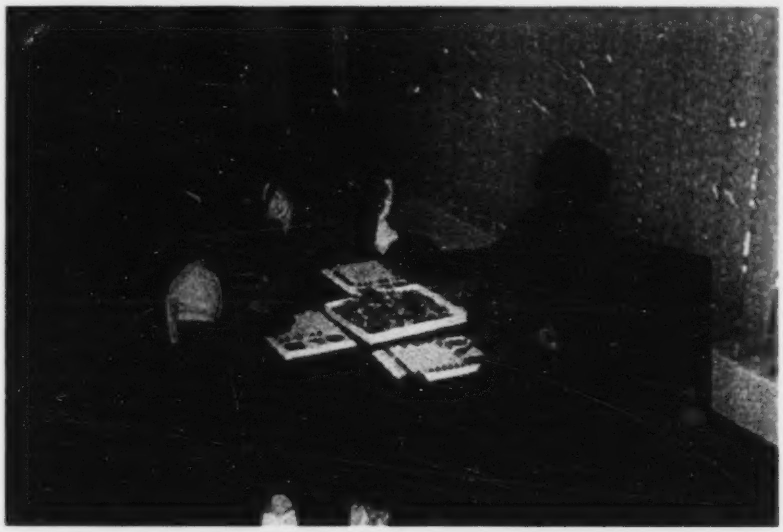
This is the Greater Soweto Association for Early Childhood Educare. This center was developed in Soweto to train women to open child care facilities in their homes. They had children on sight, but just a few. Most of the students of the center are women trying to get training in areas of making crafts and a number of other skill-building types of activities that they would be able to do with the children that they care for.

These are some of the women learning how to do some of the crafts.

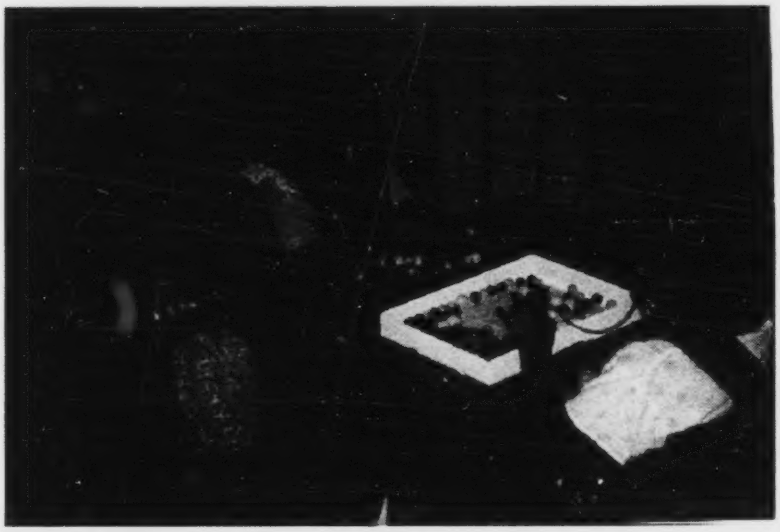
This is the director of the Greater Soweto Association for Early Childhood Educare.

The children doing some early learning activities; a lot of puzzles. I found it very interesting how the creativity of African people comes through when you have limited resources. Your imagination takes over and you create the things you need for learning tools. For instance, taking sticks and painting them and adding dots with a colored pen to help children learn their numbers by placing the number of sticks that have dots on the side of the can; and learning how to add and subtract and take away using these cans. It's fantastic. I now have been fussing at American teachers who say they don't have resources. You don't have resources; check this out. These teachers are committed and are doing a lot with very little.



Here we had some little princesses. Some of them really loved the camera.

And the ladies learning their crafts.



I don't know if you can see it but I can see in these children's faces that they were very pleased. If Clara Jones, Fannette [Thomas], myself, and Dr. Shaw had not been in this delegation, it would have looked really different. It really would have looked very different; out of 54 [delegates] there were a total of 5 or 6 African Americans. So it was an experience.

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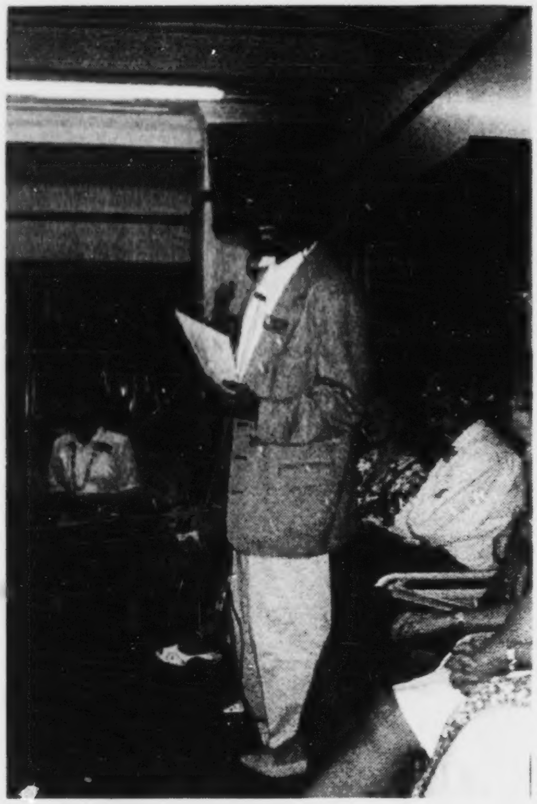
And the children sang songs as a way of showing thanks to us for the gifts we gave.

Johannesburg Public Library. This is a library that's been around for a long time but black folks just couldn't go in it. They're there and they're in there now. One of the reasons why I gave my presentation at Johannesburg Public Library is because you have this population of white librarians who have never worked with black children before, who are running children's departments and children's rooms, and they think they don't know how to program and how to get children interested in books as a leisure activity. They know it but we're trying to help them bring it to the surface and help them realize that it's the same for all children.

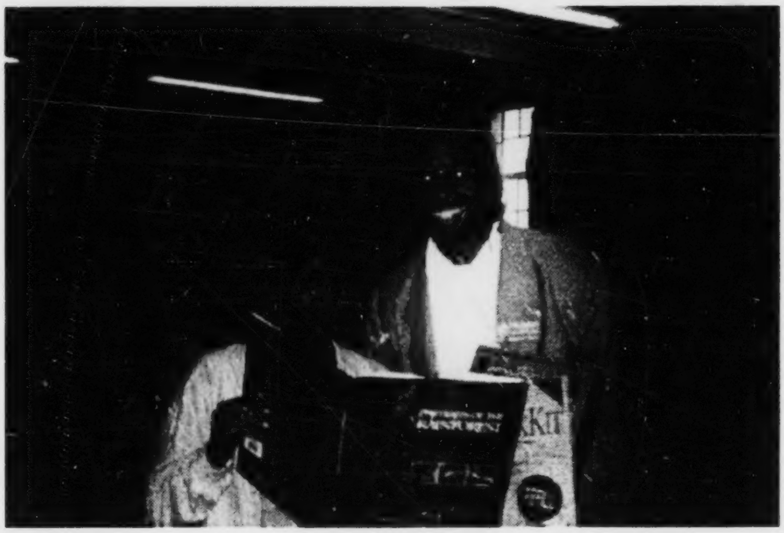
They're in the library again in great numbers. I wish my library was filled up with young people.

This young lady, Letheya Mofokeng, is a post-Apartheid librarian. She received her education and training post-Apartheid and she is working in the children's room at Johannesburg Public Library.



That is me giving a presentation.

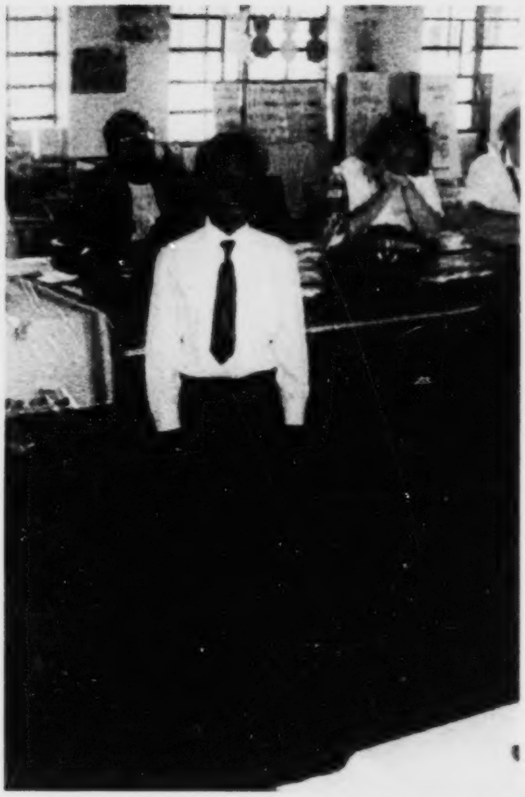
Mosima Selekisho is also a librarian with the Johannesburg Public Library. He was present for my lecture and wanted to learn more about the work I do.



I stole away and gave her some books and some writing kits and things like that.

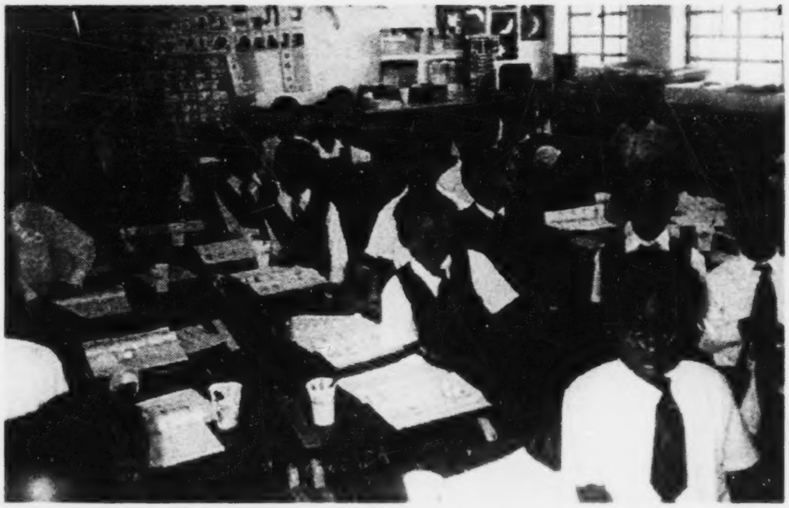
IKANENG
PRIMARY SCHOOL

We're back in Soweto at the Ikaneng Primary School.

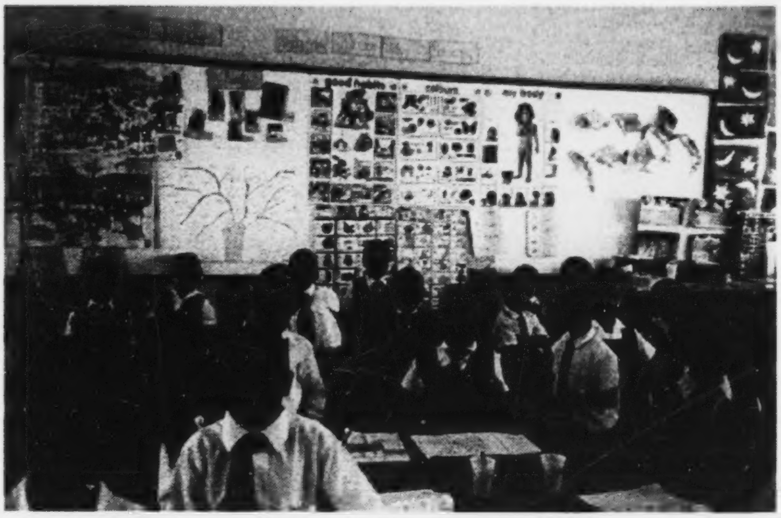


This is Cameron Maupe, he is destined to be the president of South Africa, destined. We witnessed these children and the way they shared stories, group readings, using books and turning them into dramatizations, all around getting to learn literature, and loving literature. These children were incredible.

This young lady is the featured actress in a story that they were putting on. She is a mother of three girls and one of the girls won't eat anything but cake. So the girl eats cake on a Monday, cake on Tuesday, and cake on Wednesday and when she wakes up on Thursday morning her stomach is hurting. The mother fusses at her and has to call the paramedics to come and get her and take her to the hospital.



These are some of my other babies.



This is also the primary school. Here is one of the projects that I'm trying to undertake; you're talking about how we can help. This primary school needs a library. They don't have a library at this school. All they're doing right now is trying to raise funds to build a library. There is a gentleman named Eddie M. Tenza who is a Senior Associate Director for READ Educational Trust, who is overseeing a reading project trying to get books and materials into schools such as this one.

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And that's the end.

Mentoring African and African American Library Students

Ismail Abdullahi

Mentoring is nothing new to institutions of higher learning including library and information science schools. In African and African American communities, mentoring was practiced for many generations both formally and informally. Mentors are those special people in our lives who through their deeds and work, and help us to move toward fulfilling our potential[1]

What is mentoring?

Sheehy defines a mentor as "one who takes an active interest in the career development of another person...a non-parental role model who actively provides guidance, support, and opportunities for the person who is being mentored."[2] Other writers such as Asburns, Mann, and Purdue define mentoring as the "establishment of a personal relationship for the purpose of professional instruction and guidance."[3]

Mentoring involves going above and beyond. It is a relationship in which a person with greater experience, expertise and wisdom counsels, teaches, guides and helps another person to develop both personally and professionally.[4]

Today, African and African American library science students need mentors who take an active interest in their education and in their future career development. Mentors may serve as teacher, promoter, protector, sponsor, coach, and role model. In my own career, I had a mentor who provided me with the best benefits available in our relationship. He provided me with direction and advice to map out strategies for my career goals. To enhance my professional and leadership skills, he enabled me to have access to a wealth of information about our profession and its infrastructure.

Mentoring provides a three way benefit: (a) the mentor benefits in providing knowledge, support, protection, and coaching; (b) the mentee benefits in receiving information, direction, and guidance; and, (c) the school benefits in having quality students, fewer dropouts, highly motivated students, and future leadership.

Philosophy and Practice

The desired result of mentoring is not simply that the mentee achieves his or her ultimate career goal, but also that he or she aids the process of guiding and growing together.[5] African and African American library students will continue to face innumerable challenges.

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These include understanding the provision of quality information services to their communities, addressing many multifaceted societal issues, meeting the needs of the growing diversity population, and being prepared to address the known and the unknown challenges of tomorrow. An individualized, one-to-one relationship for the exchange of experience and wisdom through mentoring is the best way to develop the skills of African and African American library science students in order to prepare them to meet future needs.

There are no special credentials for mentoring; however, according to George Caravallo and Terri Maus, some common characteristics are critical in cultivating the mentor/mentee relationship. These are:

For mentors:

a. Practice inclusion;
b. Be patient and persevere;
c. Have mutual respect;
d. Enjoy others success;
e. Sow the seed.

For mentees:

a. Select a good mentor;
b. Create time to be with your mentor;
c. Learn to ask;
d. Develop the ability to relate to all kinds of people;
e. Just do it.[6]

Mentoring is also an interpersonal exchange of experience and information; and high skilled communication based on a one-to-one personal approach is highly needed. This communication is conducted openly and honestly via active listening, providing ideas, coaching, and using problem solving strategies and confidence building insights and experience.

The Mentor/Mentee Relationship

The mentor/mentee relationship should be built on mutual respect and benefits. The relationship could be based on short-term and long-term goals. It is important that both mentor and mentee agree to be a part of the relationship. If possible, mentors and mentee should be able to select one another. In general, entering the relationship must be unencumbered.

At the Clark Atlanta University School of Library and Information Studies, during the past four years we have established and administered a successful mentoring program with the local chapter of the Special Libraries Association. So far, about forty students and twenty-five librarians have participated in this program. Mentors and mentees are matched by using a questionnaire which identifies 'type of work' and 'type of library or department.' As the a coordinator of this program, I would say that this program is the most successful, and often, the most sought after program in the school.

In the relationship, the mentee should be able to discuss problems and ask questions without fear, and not hesitate to take the initiative to meet with the mentor whenever he or she is in need.[7] They should be able to discuss professional as well as personal issues.

In this relationship, the mentors responsibility is to offer guidance, provide emotional support, be accessible, willing to help, offer practical advice about library education and professional issues in general. From the mentee side, what is needed is to develop a relationship with someone who is trusted and respected. These individuals also need to be able to ask questions and welcome the mentor's advice. These skills are fundamental in establishing the mentor/mentee relationship. Additionally, this relationship requires self-awareness and effective personal communication skills. We have to bear in mind that the mentor/ mentee relationship is affected by their individual life situations. These situations are based on the desire of the need of the mentee and the availability of mentor resources. There could be a time where the mentee need is high and the mentors resource is low, or the mentors resources are substantial and the mentee need is low. It depends on the influence of the respective life situation. In mentor/mentee relationships, it is up to each individual to do their part to provide a supportive relationship.

Conclusion

Mentoring of African and African American students in library science must be done very carefully through a well planned and organized program. The success of this program depends greatly upon the commitment of the mentor, the mentee, and the institution to develop and prepare future leadership through mentoring. Successful mentoring depends on the chemistry between the mentor and the student. While special interests, common language, cultural similarities, etc., are helpful, bonding will take place naturally as it would with any other two people who meet and become acquainted.[8]

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[1] Shea, Gordon F. Mentoring : How to develop successful mentor behavior. Crisp Publication, Inc. Menlo Park, California, 1992.

[2] Sheehy, Gail T. "The Mentor Connection" The Secret life in the Successful Woman's Life." New York Magazine, 1976, 33-39.

[3] Ashburn, E. A., Mann, M. & Pardue, P. A. Teaching Mentoring. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC 1987.

[4] Shea, Gordon, p. 15.

[5] Caravalho, George A. and Manus, Terri, "Mentoring: Philosophy and practice," Public Management 78 (June 1996): 17-20.

[6] Ibid.

[7] Abdullahi, Ismail. "Recruitment and mentoring of minority students," Journal of Education for Library and Information Science (Fall 1992): 307-310.

[8] "Mentoring and Tutoring Help (Math): Training Manual" Escambia County School District, 1995.

Virtual Libraries: the Future of Africa's Information Infrastructure

Daaim Shabazz, Ph.D.

Introduction

> In an era of ballistic missiles when the possibilities for cloning have been acknowledged, the electronic library without shelves has also become a possibility.[1]

In his book, African Libraries, Amadi prophetically proposed a "library-without-walls," or more appropriately, a "virtual library." This suggestion could not come at a better time in Africa's history since information technology is growing at such a rapid pace. However, the challenge is whether Africa, with her diversity in languages and the oral tradition, can adapt modern, text-oriented technologies to suit her needs.

The alarming reality of a world becoming increasingly reliant on the printed word will require an emphasis on literacy. Many pundits assert that the globe is evolving into a neat dichotomy of the "information rich" and the "information poor." The procurement of information and its utilization has given new meaning to the adage, "information is power." Using a paraphrase from a commencement address he once heard, Andrew Young stated that

> . . . three percent of the people on the planet are inevitably going to run the planet . . . It's basically distinguished by those who read and those who don't. And only about three percent of the people on the planet read, seriously. These three percent who do read are essentially the ones who do the thinking. They are going to be the ones who are going to program life for the other 97 percent.[2]

Theorists have affixed the African continent with descriptive terms such as, "information poverty," "book famine," and "high illiteracy."[3] African libraries, which serve as reservoirs for cataloging information, have suffered due to

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[1] Adolphe Amadi, *African Libraries: Western Tradition and Colonial Brainwashing* (Metuchen, NJ: Scarecrow Press, 1981), 220.

[2] Andrew Young, "Success with a Conscious: Andrew Young Calls It As He Sees It," interview with Kuumba Kazi-Ferrouillet, *Black Collegian*, January/February 1987, 51.

[3] Many times literacy is understood to mean the ability to read and write a European language.

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neglect, lack of resources, and lack of skilled personnel. Ubiquitous paper shortages, outdated text books and journals, and the inaccessibility of international material has inhibited any efforts made at building sustainable technologies. With the current interest in information technologies such as the Internet, perhaps Africa has found a remedy for additional problems.

Statement of the Problem

As we approach the 21st century, much has been said about the paradigmatic shift from the print media to networked multimedia. This phenomenon has become a relevant concern to nations still struggling with stabilizing their information infrastructure. With the disappearance of national frontiers, distant sources of data are now accessible, breathing new hope into the plans for global interconnectivity.

Since the era of European colonialism, Africa has grappled with a multitude of problems stemming from political and economic instability, to the effect of fierce competition in global industries, along with poor intra-continental linkages. In fact, links with Europe are often more reliable than links to a neighboring African country. It then comes as no surprise that 90% of the information on sub-Saharan Africa resides in databases in the West.[4] This scenario requires the devising of strategies to ameliorate such inefficiencies and build an integrated information infrastructure that will aid in continental African development.

A 'virtual library' is a contemporary view of handling Africa's information destitution. Its strength lies in an integrated system of computers, satellites, and multimedia software that will allow disparate pools of information to be exchanged worldwide without the limitations of time, distance or space.

> As technology has made more data available than can be bound in books or catalogued by the Dewey decimal system, the field of library science has changed drastically. While it is still a discipline dedicated to finding, filtering, organizing, evaluating and presenting information, it now requires a great deal more technical expertise with electronic information and computer networks.[5]

Thus, the virtual library is not merely a multi-million dollar, high-tech building, but a cyberspace environment whose span of scope reaches the expanse of the globe's technological infrastructure. While the rest of the world will spend years converting millions of volumes into various electronic formats, African nations can be leading advocates of virtual libraries of the future.

This paper proposes that virtual libraries may serve as panaceas for Africa's poor information infrastructure. Thus, such solutions will not only have an impact on the library science and educational institutions, but also in the economic and industrial sectors.

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[4] Saul Zulu, "Africa's Survival Plan for Meeting the Challenges of Information Technology," *Libri* 44, 1 (1994): 80.

[5] Kate Murphy, "Moving from the Card Catalogue to the Internet," *New York Times*, 6 January 1997, C5.

Importance of the Problem

The information infrastructure is the lifeline of communication. Without a viable means through which the exchange of information can take place, the world is nothing more than disconnected pools of unintegrated information serving only those in a small geographic region.

The ability of African doctors to exchange information concerning a particular prophylactic remedy gives telemedicine new relevance. Likewise, the practice of distance learning taps into sources of information otherwise inaccessible to the resource-strapped African educator. Perhaps one of the greatest benefactors of the vast information reservoirs is the economic sector. The ability to exchange archived information with other business professionals alleviates the inconvenience of excessive, cost prohibitive trips, $10 per page faxes, $5 per minute phone rates and unreliable postal systems.

Both the urban researcher and rural agronomist can procure much of this information from virtual libraries due to its decentralized nature. Hence, the importance of such a strategy to the overall developmental infrastructure of Africa is evident. One major question that remains is whether such a strategy is economically feasible. Past accounts of excessive waste and inefficient use of meager resources have pointed to the fact that it may be more expensive *not* to adopt.

The question has become not *whether* Africa should adopt an Internet-based information infrastructure, but *how* Africa should adopt it. Its importance lies in its practical application as a framework for multi-sector development with information being the main commodity and the virtual library its vehicle.

Evolution Of Africa's Information Infrastructure

Historians have produced volumes of information on the African oral tradition. This may explain the de-emphasis on printed media. However, while there is no shortage of literature on Africa's oral tradition, there are many accounts of Africa's scriptural legacies, not only through rock paintings, but through coherent writing systems. The Meroitic of Nubia, hieroglyphs of Egypt, the Vai script of Sierra Leone and Liberia, and the Akan of Ghana are just a few examples of indigenous scripts.[6]

The University of Songhay in the ancient city of Timbuktu (Mali) was renown for producing first-rate scholarship and became the intellectual center of Africa drawing scholars (far and near) to their vast libraries. The Moors, who ruled Spain for nearly 800 years, built beautiful libraries that housed volumes of scientific and literary works only to be burned after their expulsion in 1492.[7] Hence, while Africa was able to produce literary societies, the oral tradition took center stage after external forces began to uproot much of the intellectual culture.

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[6] Ivan Van Sertima, "African Science Before the Birth of the "New" World," *Black Collegian*, January/February 1992, 69-71.

[7] Ivan Van Sertima, *Golden Age of the Moor*, (New Brunswick: Transaction, 1992), 13.

During the colonial era, European nations employed a host of methods to transform the African societies into what was deemed 'civilized,' or 'modern' societies. Colonial schools such as Achimota College in Ghana, King's College in Nigeria and Ecole William Pontu in Senegal, sought to turn native Africans into Englishman or Frenchman in order to perpetuate the colonial presence. Educational institutions in the British Commonwealth are so intricately tied to the colonial past that some nations still send their placement exams to London to be graded!

European libraries made their debut into the African continent after colonialism had already succeeded in uprooting the indigenous social, cultural, and educational systems. Libraries were vital components in the colonial educational process in that they provided the materials needed for the native Africans to gain a view of the civilized world and thus, develop modern thinking. *Library colonialism*, or the domination of Africa by Western nations through the use of information power, remains one of the most hidden, but deadly instruments of neo-colonialism.[8]

What is interesting is how European suzerainty denuded the importance of oral communication. The printed word became the measuring rod by which information would be deemed credible and all African scholarship transmitted orally would be relegated to a body of folklore.

> Unfortunately, the West has taught us to despise the oral sources of history. Everything that is not written in black and white is considered to be without foundation . . . to despise these "talking" documents, and to believe that for lack of written documents we know nothing, or virtually nothing of our past . . . The words of traditional griots deserve something better than scorn.[9]

Despite the emphasis on the printed text, Africans often use libraries as a place of socializing and to engage in the ancient practice of story-telling.[10] This appears to be an attempt to meld both traditional and Western forms of pedagogy. If we examine today's information technologies, we see the same convergence of both oral and print information. The idea of the talking book has created possibilities which will bring life to the linear and methodical process of textbook reading.

> Paper is more awkward to store once transmitted, and its content is pretty much limited to text with drawings and images. A digitally-stored document can be made up of photos, video, audio, programming instructions for interactivity, animation, or a combination of these elements and others.[11]

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[8] Amadi, 164.

[9] Ibid., 200.

[10] Glenn Sitzman, *African Libraries* (Metuchen, NJ: Scarecrow Press, 1988), 27-30.

[11] Bill Gates, *The Road Ahead*, 2nd edition (New York: Penguin, 1996), 129.

While the term "de-booking" has gained currency among advocates of "paperless," interactive libraries, the need for paper documents will remain a fixture in conventional libraries for no other reason than just the need to feel the hardcopy.

Africa's Virtual Library

One of the most vexing problems plaguing the African continent is that of obtaining information. Geographic regions in Africa often have better physical connections with the outside world than within. Telecommunication structures are invariably concentrated in Western metropoles through which information is filtered and routed to other nations. Babacar Fall, a Senegalese journalist and communications expert, points out that when placing calls from Senegal to Zambia, they are routed through a cumbersome Dakar-Banjul-London-Lusaka path.[12] This inefficient distribution of information influences the way Africans perceive each other. Since the use of Western media is widespread in Africa, the information Africa receives about neighboring countries is described through the eyes of a foreigner.

> What Africa knows about itself, what different parts of Africa know about each other, have been profoundly influenced by the West . . . What Nigerians know about Kenya, or Zambians know about Ghana is heavily derived from wire services of the Western world transmitting information across the globe.[13]

Thus, the international community needs more accurate information to capture a realistic view of Africa. The Internet has been deemed as a factor in remedying not only the poor depiction of Africa and its descendants, but as a vehicle for providing a platform for the African Diaspora to discuss and exchange political, economic, cultural and social ideas. Fall states

> The first time Africa spoke of an information network was in 1900 at the first Pan-African Congress when the watchword was building a link with the Black diaspora.[14]

The Internet is a network of networks which has the ability to exchange, integrate and manipulate electronic data (i.e., text, video, graphics and audio) over long distances at high speeds. It was built on the most simplistic and fundamental principles of science and its communicative concept is not new to the African continent. However, old brands of technology are often repackaged with a host of Western specifications after which it is no longer recognizable to those who contributed to its foundation.

The idea that Africans could use *talking drums* and the *griots* to send one message to a whole village, despite the limitations, is precisely the same concept used in a contemporary medium such as electronic mail. This is done by one drummer relaying sound from one place to another drummer at another place, and so on, until the message reaches its destination.[15]

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[12] Margaret Novicki, "Interview: Babacar Fall, The Pan-African News Agency," *Africa Report*, November-December 1994, 10.

[13] Ali Mazuri, *The Africans* (London: BBC, 1986), 13.

[14] Howard French, "Linked to Internet, Could Africa's Voice Be Heard?" *New York Times*, 17 November 1995, A8.

The above process is remarkably similar to the way an individual would route e-mail from one network access point (NAP) to another, until it reaches its destination. Since information is typically housed in reservoirs around the world called libraries, it would be perfectly logical to combine the pervasiveness of the Internet with its powerful multimedia tools to achieve the functionality of a virtual library. For example,

> Global information resources can be made available to the local community by filtering popular archive materials from the Internet, through subscription to development-related conferences, electronic journals and CD-ROMs, and online public access catalogues (OPACs) . . . [16]

The above strategy points out the utilitarian benefits of such an information infrastructure as its employment would add to the scope and variety of accessible information across the globe.

National Policy And Information Infrastructure

To build Africa's virtual library system, a major transformation must take place in the existing information policy. Unfortunately, most policy makers in Africa do not perceive information as an important resource vital for national development.[17] These perceptions are perhaps due to the strong orientation to oral transmission of information. In addition, greater attention has been placed on other development sectors.

In the past, Africa has long been the testing ground for a plethora of contrived modernization models, many bringing delusionary visions of transferability. This history has added another degree of ambivalence to the acceptance of new development solutions. The difficulties of establishing a viable information infrastructure is derived from the fact that the countries of Africa are primarily agrarian societies. Much of the emphasis is placed on the production of commodities as opposed to building scientific infrastructures.

Since government policies have de-emphasized information technology, the educational systems do not structure the curricula to incorporate such tools for practical research. This creates a shortage of skilled personnel that would otherwise be needed to lobby for the importance of the information infrastructure. The lack of a coherent information policy also creates a dependency on Western technical experts who in turn, lack knowledge about local organizational culture and thus, design poor systems.[18]

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[15] Dhyana Ziegler and Molefi Asante, *Thunder and Silence: The Mass Media in Africa* (Trenton: African World Press Inc., 1992), 6.

[16] Lishan Adam, "Content and the Web for African Development," *Journal of Information Science*, 23, 1 (1997): 95.

[17] Zulu, 92.

Challenges

In order for any information infrastructure to succeed in Africa, and before successful implementation can be achieved, several variables must be addressed. A multitude of variables have influenced the absorption of new technological initiatives (i.e., political, economic, social-cultural, technical, etc.), each of which presents interesting challenges to the target nation.

During Africa's post-colonial period, many nations fell prey to the fallacy of transference by transplanting (not transferring) new technologies without understanding the factors involved in the transformations. Following are some of the challenges that Africa will face in building a virtual library infrastructure.

Political

Volumes of material have been written on the social and political dynamics of information flows. Theorists have asserted that those nations that wield control over the flow of information often wield control over the flow of the world's resources.[19] Information flows to Africa are essentially unilateral traveling from the Western metropoles (i.e., Paris, London and Washington) to the African metropoles (i.e., Dakar, Accra, Nairobi).

Since 90% of information on Africa resides in Western archives, then only a mere 10% resides in Africa. This means that many African governments are grooming societies that develop their self perceptions through the eyes of a foreigner. This creates barriers to the effort of building a national consciousness. It is no surprise that the information about Africa is often filled with distortions with a strong emphasis on strife and corruption. Western Afro-pessimists have been relentless in their descriptions of Africans' inability to govern themselves.

Thus, it would behoove African governments to make an investment in the information infrastructure in order to make aggressive contributions to the body of information concerning the continent. Special attention should be placed on the convergence of both the libraries and the information infrastructure to serve as a way for Africans throughout the Diaspora to make contributions to establish a realistic body of knowledge.

Marketing

There must be a concerted effort made to improve the perception and importance of librarianship. Efforts can be made to show a link between current technology and traditional methods of transmitting information (i.e., the drum). African libraries must be marketed as something more than buildings which house massive amounts of archived materials. The role of the library is changing in tandem with the advances of information technology so what now exists is essentially a global information and learning center.

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[18] Mayuri Odedra and others. "Sub-Saharan Africa: A Technological Desert." *Communication of the ACM* 36, 2 (1993): 26.

[19] Johan Galtung, "The Structural Theory of Imperialism," *Journal of Peace Research* 2 (1971): 92-93.

The change of nomenclature will perhaps cause the public to re-evaluate the importance of libraries in Africa's social development. Creating a center where people can engage in traditional story telling, watch educational videos, use interactive CD-ROMs, send e-mail across the globe and provide an environment for social and intellectual interchange will also give the global information and learning center an opportunity to maximize the utility of its resources.

Technical

Since policy officials do not perceive information as being of utmost importance, the urgency of building an information infrastructure has been unappreciated in many African countries. As a result, the general African public perceives computer and information technologies as luxury, or status items. Perhaps Africa's poor infrastructure is a blessing in disguise due to her ability to 'leapfrog' wire-based technologies in favor of satellite/cellular technologies.[20]

One area of concentration could be a marketing program aimed at destroying the concept that the Internet is a foreign phenomenon. Multimedia technology has begun to serve such a role in that it appears to be more applicable to African modes of communication (i.e., oral tradition, face-to-face interaction). Such applications engage the user in a vivid and animated process of communication, *not unlike* the traditional forms of African communication. Powerful software tools such as Java allow the convergence of video, sound, animation and real-time, to add richness to information content.

Conclusion

Perhaps the greatest challenge to the African governments will be the transformation of their perspective information pools from disparate collections of facts to an integrated, interactive global information infrastructure. This infrastructure must be fully adapted to serve the massive contingent of information hungry Africans. In the final analysis,

> . . .a true African library can become a dynamic force for a pervasive and complete cultural revolution as well as an agent capable of grooming and nurturing the psycho-social renaissance of the individual, the clan, town, community and entire nation.[21]

The entire discipline of library science will take on an increasingly technical nature in the future. Thus, African governments will be forced to increase investments in the information infrastructure. Since libraries will become important hubs for providing information content, it is necessary for every library scientist to extol the importance of transforming libraries into global information and learning centers.

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[20] Due to the poor infrastructure in many African countries, cellular technology has, in effect, become the most reliable source of communication. "Reasons to Cut off Mugabe," *The Economist*, 13 April 1996, 64.

[21] Amadi, 205.

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University Libraries in South Africa: Transition and Transformation

G. H. Haffajee

Developments in academic librarianship must be seen in the context of trends that characterize the higher education sector within which these libraries operate. University education in South Africa has experienced three clearly perceptible periods during which drastic changes occurred. These are:

1. The establishment of separate universities: 1957-1961;
2. The era of transition: 1990-April 1994; and,
3. The time of transformation: April 1994-to the present.

In 1956 enrolments at South African universities were as follows:

UNIVERSITY	WHITES	COLOUREDS	ASIANS	AFRICANS
CAPE TOWN (1829)*	4038	229	87	23
NATAL (1910)	2189	23	254	138
RHODES (1904)	816	-	-	-
WITWATERSRAND (1922)	4443	18	129	66
**UNIVERSITY COLLEGE OF FORT HARE (1916)	-	40	40	288
ORANGE FREE STATE (1855)	1527	-	-	-
POTCHEFSTROOM (1869)	1335	-	-	-
PRETORIA (1908)	5340	-	-	-
STELLENBOSCH (1918)	2928	-	-	-

* Year of establishment; **The University of Fort Hare was founded in 1916 as the "South African Native College" by the United Free Church of Scotland. In 1960 the College was transferred to the Department of Bantu Education to cater specifically for the Xhosa ethnic group.

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All the universities were public institutions and received about 80% of their funding from the State. Simultaneously, they were autonomous institutions with independent Senates and Councils and adhered to the principles of academic freedom. All these universities had two other sources of funding, namely, student fees and private donations. Private funding came from Foundations, both local and overseas, as well as from big business and convocation.

Libraries at these universities were like libraries elsewhere in the world. Some were large, some were small, buildings ranged from excellent to good and resources both in terms of materials and staff were not really a problem. The ratio of professional staff to support staff was generally very satisfactory and the services provided were excellent. The composition of staff was predominantly, if not wholly, White, except at the very low levels like messengers, cleaners and stack attendants.

Establishment Of Separate Universities

The Separate University Education Bill was introduced in Parliament in March 1957. This was followed by the Extension of University Bill which was made public in August 1957. It was submitted to Parliament without prior consultation with either the University Advisory Committee or the Committee of University Principals. In essence, the Bill provided for the establishment of university colleges for 'Non-white persons.' As a consequence, the following institutions were established:

1. University of the North: Founded in 1959 at Turfloop near Pietersburg to serve the Tsonga, Sotho, Venda and Tswana peoples;

2. University of the Western Cape: Founded in 1960 in Bellville South outside Cape Town to cater for Coloured, Malay, Griqua and Cape Asian students;

3. University of Zululand: Founded in 1960 at Ngoya in Zululand to cater for the Zulu and Swazi peoples;

4. University of Fort Hare: This institution underwent the most dramatic change. The University College of Fort Hare Act no. 64 of 1959 provided for the transfer of the control of this institution to the Department of Bantu Education from January 1st 1960. The principal, Professor Burrows, was not reappointed in 1960 but was replaced by Professor Ross from the University of the Orange Free State. The Professor of Law (L. Blackwell) and a senior lecturer in Geology (Lady Agnew) were not re-appointed. Three other Faculty members, the Registrar, and the Librarian were dismissed. Other members of staff, like the famous Professor Z. K. Matthews, resigned in protest. Eleven students were not readmitted in 1960. The Minister of Bantu Education said in Parliament that their readmission "was not considered by me to be in the best interests of the College because of their activities in 1959;" and,

5. University College for Indians: Founded in 1961 on Salisbury Island in Durban Bay on premises formerly occupied by the South African Navy.

Now that South Africa had three different sets of universities, what did the student profile look like? In 1966, enrolments at South African universities were as follows:

UNIVERSITY	WHITES	COLOUREDS	ASIANS	AFRICANS
CAPE TOWN (1829)	5991	263	135	3
NATAL (1910)	4653	35	413	141
RHODES (1904)	1650	-	28	-
WITWATERSRAND (1922)	7455	12	177	6
ORANGE FREE STATE (1855)	2914	-	-	-
POTCHEFSTROOM (1869)	2648	-	-	-
PRETORIA (1908)	10800	-	-	-
STELLENBOSCH (1918)	6636	-	-	-
UNIVERSITY COLLEGES				
WESTERN CAPE		477	-	-
FORT HARE		1	-	401
for INDIANS		-	1384	-
of the NORTH		-	460	-
of ZULULAND		-	-	299

Some comments on common characteristics of the new University Colleges:

1. In terms of their student composition they were almost ethnically pure—this was, after all, the purpose for which they were established;
2. The University or "Bush" Colleges as they were called because of their location in rural areas served another purpose—it led to intellectual isolation of students within the country;
3. All of these institutions had special rules that did not apply to historically White universities (HWI). Some of these were: a) Students could not leave the College precincts without the permission of the Hostel Superintendent or a representative duly authorised by the Rector; b)

Any student organisation activity or organisation work in which students were concerned was subject to prior approval by the Rector; and, c) No magazine, publication, or pamphlet for which students were wholly or partly responsible could be circulated without the permission of the Rector in consultation with Senate;

4. These institutions did not have community support and there was no relationship between them and the historically White universities;

5. Most, if not all, of the Faculty staff were White and except in a minority of instances, they were Afrikaans-speaking; and,

6. It must be clearly stated that the establishment of these University Colleges did not really affect the historically White universities. Their budgets were not affected and, after the initial protests, events at the HWIs carried on as usual.

What was the state of libraries at these institutions? Some of these institutions were started in existing buildings like old schools and the library took the form of a large room with an issue desk, shelves with books and a few tables and chairs for studying and reading. There was no collection development policy and the University Librarian (who was White) had absolute power. He (it was always a 'he') decided on everything—from staff recruitment and book selection to how budgets were formulated. Most, if not all, of the staff were White and they were paid a special 'tolerance' allowance for working at these so called 'non-white' institutions. Some institutions were lucky because they had excellent, dedicated professionals who cared. But they were very few. There was no capacity building among the staff and the building of relationships between these institutions and the HWIs was discouraged as policy. The intention of the State was never for these institutions to become equal to or partners with the historically White universities.

Services were limited to circulation, the short-loan or overnight collection and a very limited reference facility. The strength of the Collection depended on the dedication of the Faculty and the Librarian and the personal relationship between them. The end result was a very slanted collection. There was a complete absence of staff training and development and no attention was given to any planning exercise because the strategy for the institutions had already been decided by the State.

The Era Of Transition: 1990 - April 1994

At the dawn of the 1990's the historically Black universities as they were now called (all of them had achieved autonomous status) had changed and so had the historically White universities. Student enrolment at South African universities was as follows:

UNIVERSITY	WHITES	COLOUREDS	ASIAN	AFRICAN
Cape Town	9795	1905	467	1378
Natal	8163	275	2547	1818
Rhodes	3090	136	189	548
Witwatersrand	14564	321	1664	2599
Orange Free State	8975	208	-	59
Potchef-Stroom	8271	11	12	264
Pretoria	22905	92	33	293
Rand Afrikaans	8491	387	16	161
Stellen-Bosch	13367	686	20	49
Port Elizabeth	4195	463	28	142
Durban-Westville	377	154	4474	2637
Fort Hare	32	21	4	3365
Medunsa	235	8	117	1649
North	25	7	6	10588
North-West	-	-	-	2730
Transkei	-	-	-	4922
Venda	-	-	-	1825
Vista	12	300	28	24697
Western Cape	184	8322	75	3425
Zululand	60	2	15	5272

The historically White universities, especially the English language ones, enrolled significant numbers of Black students. They began to experience student protests and student demands for empowerment. Their student representative council's (SRCs) began to change in composition and they had to find large sums of money for student aid. Their Faculties now included Black members, as did their administrative and support staff. They, like other universities internationally, had to suffer budget cuts.

The historically Black universities had changed quite dramatically. There were no longer four but ten in number. A large number of the Faculty were now Black, all their Vice-Chancellors were also Black and their student composition now included students from all race groups. Student protests were no longer new, they had begun in the 1960's but there was, however, still a demand for student empowerment and for change. These institutions had also experienced financial cutbacks.

Libraries in the historically White universities had not changed much. They were bigger in size, some now had new, modern buildings and computerisation was now in vogue.

Their collections had not changed drastically although they had experienced budget cuts. They still satisfied the needs of undergraduate students and most of the postgraduate research needs. Except for one university, the libraries of all historically White universities still had a White Librarian with a majority White staff. The relationship with colleagues at the historically Black universities was cordial but cooperation and capacity building for the future had not been on the agenda. Their collections were still larger and their staff generally more qualified and experienced than their Black counterparts.

Libraries at the historically Black universities had changed drastically. They had acquired more materials, most if not all of them now occupied modern buildings and all of them had a majority of Black staff (both professional and support) with a Black University Librarian. They had also adopted computerisation and had experienced budget cuts. There was, however, no plan for capacity building and no real strategy for staff training and development. In my opinion, their biggest error lay in attempting to emulate libraries at historically White universities, instead of building up a character of their own.

In late 1992 and 1993, FOUR sets of education policy documents were published:

1. The ERS (Education Renewal Strategy) published by the Department of National Education;
2. The NEPI (National Education Policy Investigation) report published by the National Education Coordinating Committee (NECC);
3. The Growing Together Project report sponsored by Old Mutual and Nedcor; and,
4. The report entitled Education Governance in South Africa published by the Urban Foundation.

The most influential of these was the NEPI report. This report was commissioned by the NECC, a broad-based national organisation representing parents, students, teachers and community leaders mainly from the Black communities. The NEPI research began in 1990 and the results were published in 1993. The entire research project was guided by 5 principles against which all policy proposals were evaluated: non-racism, non-sexism, democracy, a unitary system, and the redress of inequities brought about under apartheid. The NEPI reports were judged to be an analysis of feasible options for the short-to-medium term and were intended to generate discussion and debate. It comprised 13 volumes dealing inter alia with the following areas of education: adult basic education, adult further education, curriculum, education planning, education governance and planning, and human resource development. One volume was dedicated to library and information services.

For the first time in many decades the library and information service sector was being recognised as an important partner in the education process and was the subject of education policy discussions.

The NEPI report expressed the opinion that university libraries in South Africa are inward looking and serve only the interests of the academic and student community. Different policies exist in regard to opening of resources to wider communities. The NEPI report also stated that "a number of the university librarians have expressed disquiet at the fact that their collections do not meet the demands of new trends in teaching and research and that university libraries are not devising strategies for academic development and support for students from schools without libraries and other facilities."

The Time Of Transformation: April 1994 To The Present

One of the basic intentions of the new government was the restructuring of higher education. In February 1995, the Minister of Education in the GNU (Government of National Unity) established the National Commission on Higher Education (NCHE) to provide advice on:

1. What constitutes higher education;
2. The national goals of the system of higher education;
3. The institutional types required by the new system; and,
4. The structures required to govern higher education.

More specifically, the NCHE was required to focus on the size of higher education system; and on strategies to eliminate institutional inequalities and inequalities of access including affirmative action in staffing.

The NCHE consisted of 12 commissions, one of which was the Working Group on Libraries and Information Technology (WGLIT).

The brief of WGLIT states that an investigation is to be undertaken which analyses the strengths, weaknesses and the future role of libraries and information technology in the development of the tertiary education sector. The need for redress in a very uneven higher education system was prevalent in all the WGLIT discussions. Three other themes emerged from the WGLIT's deliberations, namely:

1. Benchmarks had to be established for minimum resource levels for HBI to overcome past deficiencies;
2. Cooperation between both historically Black institutions and historically White institutions is a necessity if progress is to be made; and,
3. There has to be human resource development in libraries and IT from senior management to user levels.

This was both an intensive and extensive investigation into libraries and information technology in higher education. The WGLIT's report contained 57 recommendations, the most noteworthy of which were:

1. A national and comprehensive audit of library and IT facilities at higher education institutions needs to be undertaken. In order to be meaningful the audit should be conducted as a development process in conjunction with institutional capacity building;
2. Earmarked funding should be made available for the formulation of strategic plans;
3. A culture of sharing and partnerships between libraries in the higher education sector should be encouraged as a sound management principle;
4. Collection-building policy at macro-level must be defined in detail by governance structures;
5. To increase the opportunities for accelerated participation of disadvantaged individuals in librarianship and IT, a national intervention programme must be developed. Success of such a programme will only be ensured if factors such as stakeholder commitment, peer support, the availability of role models, feedback and financial support is forthcoming; and,
6. Institutions must co-operate at regional, national and international levels to sustain human resource development on a continuing basis.

Over the last few years the initiation and development of regional cooperative efforts in the university library sector has been prevalent. The country has four such regional co-operative programmes:

CALICO: Cape Library Co-operative came into being in 1993 with primary funding from the Ford Foundation. CALICO is made up of three university and two technikon libraries; and has a number of projects: a document delivery system; cooperative journal project; a shared automated network system; and an information literacy project funded by Readers' Digest.

GAELIC: Gauteng and Environs Library Consortium is a regional collaboration initiative, started in 1996, which includes eleven university and technikon libraries. GAELIC falls under the umbrella body of FOTIM (Foundation of Tertiary Institutions in the Northern Metropolis). It has a core Working Committee which is the driving force behind the project and three task groups dealing with Systems, Resouce Sharing and Networks and Technical Infrastructure. The funding for this initiative comes from the Mellon Foundation.

ESAL: Eastern Seaboard Association of Libraries is based in KwaZulu-Natal and consists of four university and three technikon libraries. The primary aim is to develop a system of resource sharing within the region at all levels including staff training and development. ESAL is a part of ESATI, the Eastern Seaboard Association of Tertiary Institutions; and, is in the process of submitting a funding proposal to the Mellon Foundation.

FRELICO: Free State Library Co-operative has just been initiated.

University libraries in South Africa still need to transform and develop, especially as regards the human resources aspects and the establishment of a culture that they can call their own.

Program for Cooperative Cataloging

Beacher Wiggins, Gracie M. Gilliam and
Cornelia Owens Goode

Introduction

Beacher Wiggins

I am here today accompanying these two Library of Congress staff members that you will hear from shortly. My role in this presentation has been an easy one; it has also been a gratifying one as I have watched these two staff members prepare themselves for this moment to offer what I hope you will find exciting. We want to introduce you to the Program for Cooperative Cataloging. So far, today's program has focused on information and collections of and about Africana and African Americana. For this segment, we want to underscore the importance of being able to get at that information through full and comprehensive cataloging data that describe these collections and how we can share the burden of creating these costly data.

The Program is a cooperative arrangement that has been in existence for several years. It builds on the National Coordinated Cataloging Program, begun in the mid-1980s, to bring together libraries and bibliographic utilities to forge an alliance to ease the cost of cataloging and produce a larger aggregate of cataloging records created to an accepted standard. Today, we want to share with you information about this Program and how you and your institutions can be enriched by the addition of historically Black colleges and universities (HBCU) as members of the Program.

During the Midwinter Meeting of the American Library Association in February 1997, Cornelia Goode expressed her concern to me about the lack of any HBCUs as Program members, asking what we could do to change this glaring gap. With BCALA's Conference in the offing in July, I suggested that she work on a presentation that we could offer during this Conference. She enlisted the aid of her colleague, Gracie Gilliam and we were off and running. They were responsible for making contact with Conference Program planners to seek an appropriate slot for such a presentation. I am pleased with the results and hope that you will be too, and that you will be persuaded by the information and enthusiasm that they will share with you on how you and your institution might benefit from and certainly augment our national cataloging database.

I will now let each lady introduce herself and her component topic of our presentation on cooperative cataloging. Thank you.

Beacher Wiggins is director of cataloging; Gracie Gilliam is cooperative cataloger; and Cornelia Owens Goode is technical advisor, Library of Congress, Washington, DC.

Global Connections: Cooperative Cataloging Programs and African and African American Materials

Gracie M. Gilliam

Hello! My name is Gracie Gilliam and I am really glad to be here. I joined ranks with the Library of Congress over 24 years ago and I stand here today proud to be an African American, proud to be a librarian, and proud to be a part of this important program. Before I present my topic, I would like for you to think on this quotation:

> If you always do what you have always done, you will always get what you have always got. If you want something different that you do not have, you must do something different than you have done!

Today, libraries everywhere are confronted with an ever increasing number of materials to acquire and make available. But reduced funds necessitate hard decisions in allocating money for materials and costs. In libraries throughout the world, library directors have had to scrutinize their operations to insure that they are running cost effectively, and be persistent in seeking opportunities to increase productivity without sacrificing service to users.

In this general effort to cope with tighter budgets, cataloging is often among the first activities to become a target for potential savings, because of the high labor costs it traditionally has entailed. In the United States, nearly every public, academic and special library has decreased the size of its cataloging department during the past decade. The Library of Congress (LC) has not escaped these budgetary pressures either; as staff retire, the positions they leave behind are often unfilled. LC has assumed a leadership role, joining forces with other libraries in developing a strategy to deal with what LC calls the 'crisis in cataloging.'

One instrument for achieving these goals is the national and international coalition known as the PCC (Program for Cooperative Cataloging). The PCC is composed of four major components, with NACO (Name Authority Cooperative Program) being one of the major components of the program, joined by SACO (Subject Authority Cooperative Program), BIBCO (Bibliographic Cooperative Program), and CONSER (Cooperative Online Serials Program).

NACO began in 1977; and, it was established so that participating libraries could share ownership in the development of the National Authority file by contributing new and changed authority records. NACO has matured from a two-library program to one that has grown dramatically. As of June 1977, there were over 200 libraries participating in over 70 projects. In fiscal year 1996, we witnessed the one millionth contribution to the file—an amazing accomplishment through cooperative efforts.

Through SACO, participants propose subject headings and classification numbers. As early as 1980, libraries began to send subject heading suggestions to the Library of Congress for inclusion in the Library's subject headings list, which we refer to as LCSH (Library of Congress Subject Headings). It was not until 1983 that a more formal program for contribution of subject headings was established. Under the leadership of the PCC, subject heading proposals for inclusion in the LCSH are received from all over the world—England, Scotland, Wales, the American Library in Rome, the National Library of New Zealand, and most recently, the National Library of Lithuania. There has been a tremendous growth since 1990.

BIBCO is just now underway. Through this Program, participants that are already NACO members contribute bibliographic records to the national databases. This Program was inaugurated in September 1996. Even so, the Program expects the first year's BIBCO production to total around 15,000 records and several major libraries are now processing most of their original cataloging through the Program.

CONSER, although long established, is the newest Program to join PCC. Through this Program, participants contribute serial records to national databases.

Internationally, PCC is making tremendous strides as well. International interests have produced a NACO project with the University of Newcastle in New South Wales—projected for late 1997.

The Program for Cooperative Cataloging is growing and we are on the move. Statistical data for the fiscal year 1997 will soon be made available and we anticipate an even larger increase in participation in the Program.

In conclusion, the question that I put before you today is: Should African and African American libraries join the Program for Cooperative Cataloging? Do you answer yes? or no? After you hear my colleague's (Cornelia Goode) presentation, I hope you will agree with me that the answer should be a resounding yes!

More information about PCC and participating libraries is available on the World Wide Web site:
http://lcweb.loc.gov/catdir/pcc.html

National and International Accessibility to Libraries' Collections through PCC Membership: An Outreach Approach

Cornelia Owens Goode

Good Morning, my name is Cornelia Owens Goode. The Library of Congress has been my second home since 1971! I am currently the Technical Advisor for the Cooperative Cataloging Team, Regional and Cooperative Cataloging Division. I have been afforded the opportunity to work in cataloging as well as the administrative aspects of Technical Services. I will share with you one of my greatest contributions, which was the responsibility of handling all of the administrative components and logistical arrangements for the 1st BIBCO Training held at the Library of Congress in 1995. As Gracie Gilliam has indicated, BIBCO is one of the components of the PCC (the Program for Cooperative Cataloging).

I have chosen to talk with you about 'National and International Accessibility to Libraries' Collections Through the PCC Membership: An Outreach Approach.'

Let's pause, because I want you to keep in mind THREE very important points:

1. BCALA's goals, especially goal # 7, and I quote

   > To encourage the development of authoritative information resources about Black people and the dissemination of the information to the larger community.

2. Your conference theme: "Culture Keepers III: Making Global Connections;" and,

3. In the words of Kathleen Bethel, African American Studies Librarian, Northwestern University Library: "...Cataloging the Afrocentric Way..."

Now, let us focus on the PCC's "Mission effectiveness" by looking at some of the benefits of participating in the Program. Cooperative cataloging endeavors offer real and significant benefits to participants. These benefits are as follows:

1. More authority and bibliographic records are added to the distributed national and international databases—Because libraries use each other's cataloging to provide access to materials they have in common, they are able to catalog more items, increasing the number of unique original items added to databases;

2. More dependable cataloging—Use of a shared standard increases the reliability and predictable quality of the cataloging;

3. More efficient cataloging—Copy cataloging, or the use of bibliographic records created at other institutions to a common standard for local cataloging, allows libraries to develop workflows that are streamlined. The records require less review, and support staff, rather than catalogers, can review and process the work;

4. More timely cataloging—Copy cataloging requires only a fraction of the time of original cataloging. When a library is able to increase its copy cataloging, it can process materials more quickly. In addition, it has increased capacity to process materials without copy more quickly;

5. More cost-effective cataloging—Copy cataloging is less expensive than original cataloging. In addition, the PCC requirement that all cataloging contain headings that are represented in a shared authority file increases the number of headings in the authority file, reducing the total cost of original cataloging by distributing the labor-intensive and costly creation of authority records to a large number of participants (including the Library of Congress);

6. Better problem-solving through networking—The network of well-trained catalogers creates a strong resource for resolving tough bibliographic issues;

7. Access to expert training—PCC participants have access to highly qualified trainers from a pool drawn from peer institutions, including the Library of Congress. Trainers first participate in 'training the trainer' courses, and then 'values' training in which efficient cataloger judgment is stressed;

8. Influence on national and international cataloging policies—PCC and CONSER participants have a strong, coherent voice in the review and development of cataloging standards. Their recommendations have influenced the development of the Anglo-American Cataloguing Rules, and have resulted in the review and streamlining of the LC Rule Interpretations; and,

9. Cataloging staff are liberated to do other intellectual work—The need for expertise in the organization of knowledge has never been greater as we move into the description and analysis of electronic materials. Access to Internet resources has become an essential aspect of providing information. We cannot merely transfer our experience in cataloging traditional materials such as book and

> serials wholesale into this new environment. The PCC seeks more efficient ways to control traditional material so that we can turn our attention to the access to digital materials and other special formats by increasing efficiency, lowering the cost of cataloging, and freeing up highly trained professionals to explore new avenues of access.

What better way can this be accomplished than through the 'Outreach Approach?' As you can see, one institution cannot do this endeavor alone; the Library of Congress supports the PCC's mission and continues to solicit the collaboration of individual librarians like you. The Program is expanding and gains strength through the efforts of many participating libraries around the world, representing all types of libraries. For example, there are 14 international participating libraries in the Program. For future reference, the scope of Program contributions from international partners can be found among your handouts.

The invitation is open to you to make a commitment as a participant and be a part of the global connection, increasing the Nation's bibliographic databases. Since this initiative is not just a one way trip to access, you will be a part of the Total Exchange of Knowledge. To achieve this balance of cataloging, you will have access to masses of information from libraries' collections and you will make your contribution—by virtue of your point of view. Your point of view contribution from the Africana experience is as the Culture Keepers of ideas, thoughts, beliefs, and practices.

African peoples can be identified from all parts of the world and the collection of Black resources will be considered adequate when it encompasses materials about Black people in all parts of the world. Most importantly, the PCC can be a venue for sharing similar languages and experiences to a larger community. Collectively, we can care about our heritage and make the connection in support of expanding authoritative information resources about Black people and, at the same time, enrich the Nation's bibliographic databases.

Marcus Garvey once said, "A people without knowing of their past history, origin, and culture is like a tree without roots." We have a choice to nourish our roots, by empowering ourselves with knowledge to prevent deprivation of information by joining forces with other librarians and preparing for the 21st century. We are here to encourage you to make the connection.

In closing, we challenge you to maintain relevance to the Black Experience and join us in being vigilant and insistent as culture keepers—think globally, act locally through PCC Membership!

We will respond to your interests, so please leave your business cards or information as to how we can contact you.

Thank you!

Pre-Conference II

Globally Connecting the Stories for Children and Young Adults

Stories to Tell

Glennette Tilley Turner

Everyone in this room is a Culture Keeper. For each of us knowing and communicating Ourstory is an imperative, rather than an option. We know the stories of struggle, survival, and achievement will inform, nurture, and inspire children of all races, and they are especially meaningful to African American children.

We wear different "hats"—librarians, teachers, and children's book authors. We have come to Winston-Salem from cities and towns across the nation. What links us is our commitment to reach and teach children.

As you know my "hat" is that of a writer of biographies of notable African Americans and books about the Underground Railroad. Take A Walk In Their Shoes and most recently Follow In Their Footsteps are collective biographies with do-it-yourself skits. Lewis Howard Latimer is the life story of that inventor and Renaissance man. Running For Our Lives is a juvenile novel about one family's journey to freedom. My forthcoming book is The Underground Railroad In Illinois.

Really, I had no choice in the matter. I grew up believing I had to become a writer.

When I was a little girl my father was president of a small, unendowed church-affiliated college in St. Augustine, Florida. Several evenings a week he would drive 60 or more miles to do fundraising. Realizing that he had done a full day's work before setting out for these trips, my mother let me accompany Daddy, knowing that he would be less likely to fall asleep at the wheel if accompanied by an inquisitive daughter. Daddy and I had nonstop conversations. We talked about such things as constellations and how they were named, but my favorite memories are of times he told me about people and events in Black history in general, and family history in particular. Daddy would end each story with these words, "When you grow up, you should write these things down."

He saw in ordinary occurrences the opportunity to teach. I recall how one night we had to stop for what seemed like ten minutes at a stoplight out in the middle of nowhere. He used that as an occasion to tell me about Garrett A. Morgan and how he invented the stoplight. In describing Morgan, Daddy put the inventor in the context of his life and times.

These early conversations with my father inspired me to not only have an interest in Black history; they made me aware that it was possible to simultaneously convey one person's life story and the larger story. I decided to write biographies.

My father taught me a lot about African American history and I learned some things in school. To my disappointment the southern libraries, when available, had a dearth of material on the subjects I wanted to learn about.

Glennette Tilley Turner is an author, educator and historian, Newman Educational Publishing Company, Glen Ellyn, IL.

Some biographies I've read in the interim are two-dimensional and since human life is three-dimensional, such accounts omit significant aspects of the featured person's life. Some biographies tell of that person's major accomplishments but fail to put the person in the context of time and place.

Throughout my research I discovered that much of the information I sought was not only in books. Much was in the minds and hearts of friends, relatives, and other acquaintances of the subject. This is particularly true of African American history.

While writing Follow In Their Footsteps I gained many insights and had enriching personal experiences as a result of meeting people who had a direct relationship to the people I was writing about. For example I learned that Bessie Coleman's niece lives in Chicago. She was a wonderful resource. She and I worked with others to get a postage stamp to honor Bessie Coleman. I also wrote the Bessie Coleman essay for the Encyclopedia of Chicago Women.

I was fortunate enough to meet Carter G. Woodson's niece, and an earlier biographer. They shared details that had not previously been published.

Charlemae Rollins' son was very helpful as I wrote his mother's life story. Librarians Dorothy Evans, Annie Lee Carroll, and Zena Sutherland shared their professional and personal memories with me.

Thurgood Marshall's victory in Brown vs. the Board of Education was very important. I read stories about him and how he had behavior problems in school. His teacher disciplined him by giving him a copy of the Constitution to study while he was out of the room. Apparently he learned it very well. Combining these stories with the accounts of a family friend who had been in his class, I was able to acquaint young readers with "new" information on Justice Marshall.

Phoebe Jacobsen had played a pivotal role in Alex Haley's research when he was writing Roots. She was a key resource when I was writing Alex's biography.

I had two marvelous personal encounters with Alex. The first was when he was on a promotional tour for his last book. The book had an Underground Railroad theme and a local cable television host who knew of my research asked me to appear with Alex on her show. Later when I was in the process of writing his biography, I wrote to ask him for an interview on his next trip to Chicago. He agreed, but said he'd be arriving just before a speech and leaving soon afterwards. He was busy autographing books until the limousine arrived to take him to the airport so he invited me to join him and conduct my interview en route to O'Hare.

The many facets of Black history are so important to any understanding and appreciation of world history for young and old of every race. I hope that the words and research I am doing will contribute to this.

As a Culture Keeper it has been my goal to add to the body of existing material on notable African Americans. With the help of their families and friends it has been possible to do so.

The Lewis Howard Latimer book has been optioned for a made-for-TV movie. Kareem Abdul-Jabbar will be executive producer. The book is temporarily out-of-print.

Marginalization of the Story

Evelyn Coleman

I always saw everybody as a part of myself. I knew that I was a Black person and I actually loved being a Black person, I never wanted blond hair or blue eyes, I always wanted the hair I had, the looks I had. Well, actually I wanted my grandmother's hair but that was neither here nor there. I also wanted her complexion because she was very, very dark and her skin was very smooth and as she aged, she didn't have any wrinkles on it at all and I was like, well, why didn't they give me more pigment? You know I'm gonna look wrinkled when I get old. And that has proven to be true as I have aged, but the thing that struck me the most about the marginalization of children's books is that librarians are the only people who can protect African American stories. Booksellers are really interested in money—economics—that is the bottom line for them and I understand that, so when you go in a bookstore and you are not an African American and you ask for a book, you say, "well, I have a 6 year old granddaughter, can you recommend a book?" Well, more than likely, that salesperson's favorite book is not going to be an African American book. However, if you are lucky enough to be an African American, they will show you *their* favorite African American book. So what happens in the bookstores is that the 'handselling' that is done is done primarily to us. One of the things we have to face if we are going to continue calling our literature African American literature, is whether we are writing our literature to expose the world to our culture or whether we are writing our literature for us. Those are the kinds of issues we must address as we write our stories.

One of the things I advocate is that more teachers and librarians write stories. I think that you have firsthand knowledge for reaching the children. I love writing myself but I am not always with children, but children's librarians are and so are the teachers. So, my plea to you today, as we talk about this subject, is for you to start writing some stories too. When you see something in the library that you really don't like, and this goes for reviewers too, something that you really despise, then write a good story so that you can address all the issues that you have. I have some critics that do not like my work and I talked to one of them today. She gave me a whole new perspective on why she did not like my works. I have heard lots of reasons why people don't like it, but this was a new set of reasons which I will take in careful consideration.

As I write, I think it is important to us as African Americans to realize that we bring many different stories to the table. I happened to grow up in a society in a small town in North Carolina where even though I was a southerner, I had a father that was a northerner. He gave me a lot of sensibilities that were from his culture, where his father was from,

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Evelyn Coleman is the author of The Foot Warmer and the Crow, The Glass Bottle Tree, *and* White Socks Only.

and I had a lot of personal freedom because that was important to me. When I look at the stories that African Americans write, one of the things I found really curious was that if you write a Native American story, if you happen to be a Native American or White person, somehow they can see the theme, plot, and characters as universal. If you write a story about African Americans, then somehow they see that as a story that only addresses African American. One of the problems you find with that idea is that you don't have a lot of sole heroes in African American literature. What you have is a lot of stories that are basically vignettes, or you have a lot of stories where the hero is always assisted by someone else. That is because we happen to be in the country of our oppressors. For many many years, we did not feel comfortable being the heroes. Now, we should be the lions telling our stories and not the hunter.

When I was in the 8th grade, I learned about the Mau Mau.[1] I wore a Man Mau armband for weeks and my mother was very unhappy. In the textbook I had seen that they had killed all the White people in Africa. I mean, that is the way the textbook and the news articles read. I really thought they were the most revolutionary Black men in the world. I was going to be a Mau Mau woman, I was hoping anyway, that was my goal, because I saw myself as a revolutionary person. A person who wanted to be a hero for my people. I wanted to fight for my people. Whether it be physically or mentally. I educated myself with that in mind, that I wanted to be somebody who always fought for my people. My father always told me that it is fine to love all the people in the world but love your people first. It started in our house; we were not allowed to argue. My brother and I were not allowed to have great arguments in my house. My father always said

> You have to respect the people in the house the way you would if you opened your door to a stranger. Would you start screaming and hollering at him? Nope, then you don't have that privilege in my house.

So, my brother and I were taught we had to get along, there was just no other option. However, we could express our anger in various ways, and one of those ways was to write it down. That is why I write a lot of angry things it seems, because I was training myself to find really good ways to say mean things.

Now, I am going read a little bit for you because I want you to know what our children are facing and that's why I want our writers to write more forceful literature. We need to take a stand; we definitely need to take a stand. This is an excerpt from a letter written in 1994 in response to an essay that a woman I know wrote. This woman (who is Black) had taken her four year old son to a carnival and the clowns there were making different figures out of balloons. This one clown made giraffes, elephants, deer and all kinds of wonderful little animals and things. When her little boy got up there do you know what he made him? Could you guess? A gun. He made him a gun. She wrote an essay in the newspaper with her outrage and this is one of the letters we received in response at the newspaper where I work.

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[1] The Mau Mau were the guerilla fighters in Kenya in the 1950s.

> In regards to your essay in the *Sun Edition* of the *Journal*, personal reply in order, you blacks just don't get it do you? That clown was not being racist as much as he was commenting on the pathetic state of the black race today. He was just making an editorial comment. It was his conception of blacks in America today and guess where that perception comes from? Everytime that whites, or blacks for that matter, turn around he or she is confronted by another example of black crime—black children and guns, black teenagers and guns. The examples are always brutal, horrifying, committed by two-legged animals with black skin. For proof you need look no further than the very same *Sun Edition* your letter was in. In the local news section there was an article about how a pack of 9 wild animals had tortured one female [these 9 wild animals she's referring to are 9 young Black men].
>
> Just what do you think goes through a white person's mind when headlines like this hits them day after day on TV, and in print? No wonder the clown made the remark about the gun. It was his way of saying he's sick of it. Considering the level of violence in black society today, I am surprised whites interact with blacks at all. So get a clue huh? The next time a white person does or says what you perceive to be racist, read some of the headlines in your own paper then take a good look in the mirror. How is a white person suppose to know that you're not the next Shemeka, Mimi, Karimah, KeKe, Hanifa? Where the hell do you people get these names anyway? Sorry about not signing this letter. Don't want to seem like I'm being politically incorrect.

Now at the newspaper, I worked at the editorial desk, and I received letters like this on a daily basis, not from the illiterate but from very literate people oftentimes holding very important jobs. The question I ask myself when I write is what do the children think about who we are. Most of us grew up protected, we were protected in our environment for a long time before we ever heard any negative messages about who we were as Black people. But the children that we see today don't have that protection. They are constantly bombarded by all kinds of silliness on TV and everywhere they go they see all kinds of silliness.

There are four different kinds of people walking on the planet that happen to be of African American descent. First, there are unconscious people. These are the people with the guns killing everybody, they have no consciousness of who we are or our ancestral memory and what it means to them. The ancestral memory makes them angry but they don't understand why. The semi-conscious people are just sort of going along and not ever realizing what they see out in the world reflected back to them through the eyes of other people. They have learned everything they know from their education. Then there are the conscious people who evaluate everything that's going on around them and make very conscious decisions. The fourth kind of person is that person who perceives themselves to be beyond all that. Usually they are those people who are wearing the dashikis and the African clothing, long earrings, and not speaking to other black people that they do not know. Now I've never figured out those people. Oftentimes when I see them and they don't speak to me I go over to them and say, "My African brother or sister, how is that you do not speak to me and you have on those garments?" You see for me, being a Black person is a given, it has never been a question in my mind. It has been a part of my humanity; it is what makes me a human being. When I am writing books and when other people are writing books, those are the things we want to think about in the future. We want to give our children their own heroes. We don't need to teach them ambivalence about this society, a lot of our books teach ambivalence.

When I was in the 6th grade, I read The Diary of Anne Frank and I cried for days. I was a very sensitive person. My father said to me, and I have never forgotten. He said, "You know what? I don't mind you crying about Anne Frank's story, but I don't remember you crying about that when you learned about slavery." He was telling the truth because I learned about slavery from the context of the Underground Railroad and that the people who were enslaving me were also saving me. So, I had a whole lot of ambivalence about that.

When I was writing the Footwarmer and the Crow, it was important to me that there would be no ambivalence in it. There have been critics who ask, "why didn't you put any good white people in the book?" And my response is, "well, there are 5,000 children's books published every year and 4,999 of them have really nice white people in it. So, I did not feel compelled to do that." I *did* think about it, believe me, cause I'm a person who loves people and I love for you to love me. I'm not one to say I don't care if you like me. I don't care if you don't buy my books cause that's really an economic thing and I write adult books to take care of my income, but I do care whether you like me or not.

When we write our works, we must write in the context of where our children are now and our children do not know where we have been and nobody is really telling them the true story of where we have been. We've almost forgotten because we were too busy trying to get a car or a house and we sort of forgot. We don't even shout anymore when people die, we just sit there quiet and somber. I'm like hey, where's the shouting people? That is the only reason I was going to the funeral; and now they have shut up. I don't get it.

I want us to keep the things that we had in our culture that we love. We are separated by class now, not just by color. We are giving our children some serious mixed messages because we are teaching them on the one hand that you must be educated, and you must have money; and on the other hand, we are teaching them that really what is important is to love your spirit, to love God—is it alright to say God in the library? I got in trouble in a school saying God one time, I don't want to discuss that but we have to show ourselves as the sole heroes in our work. There is nothing wrong with that. There are a million books about other cultures where they are the heroes and nobody says a word. Nobody says where are the jet black people in the book. We have so many books that do not have us as the heroes. I don't get that. I would like for librarians to begin to look at the book with a more critical eye, for what we do and who we are as a people. I know that we have survived the kinds of oppression that nobody else has ever survived and we are still here smiling and laughing and grinning about it. There is a line in The Footwarmer and the Crow that I have purposely written that says you should learn all that you can about your slave master and use his weakness to your advantage. I always say to kids that this does not mean start adopting all of them, that's not the end result of all of that. When I write, I don't intend for that to be a black/white thing, that is a global thing.

As Black Caucus members, you should be able to look at your whole organization and take the weaknesses you see and use them to your advantage to get what you need from it. That is not a negative thing, that is a positive thing, a going forward kind of thing. You are a Black Caucus. My cousin asked me yesterday "What is a caucus?" I said that it means you're the political arm of our people, that they will be the ones to initiate change for our people within the public library system. They will not be having a party, they will not be doing that, they will be initiating change at this conference. They are making an agenda and next year that agenda will be in place. Is that what I am going to see when I am invited to the next conference?

Marginalization is a two-way street. I heard from this White writer who asked how could we expect to have Coretta Scott King Awards and show ourselves as African American writers and still be included. Well, the same way White people are still included, that is the same way I feel we should be included. I do not expect to be marginalized in any way. I do not expect any of our writers to be marginalized and I would expect that from this day forward that every time a White child comes in this library, they leave with a black book in his hand before he goes home. Okay, you all are about to get me. Let me say that his parents will get you because there is a women who was fired or supposed to be fired for using an *Ebony* magazine in her class, in high school. She had to actually go before her board for using this *Ebony* magazine on black families, good black families. So, we are in a war folk. The revolution will not be televised.

Diversifying the Experience in Story

Irene Smalls

Abstract. *Irene Smalls was a student activist and has held jobs as an actress, radio reporter, and entrepreneur. She has also established a network group for business professionals working in government. Smalls grew up in Harlem during the 1950s and has written several children's books including Irene and the Big Fine Nickel, Jonathan and His Mommy, Irene Jenny, The Christmas Masquerade, and Because You're Lucky. She is the mother of three and holds degrees from Cornell University and New York University. She currently resides in Boston, Massachusetts. This the text of her presentation 'Diversifying the Experience' in children's books.*

My topic is 'Diversifying the Story,' and what that means to me is memories of growing up in the 1950's in Harlem and Fun With Dick and Jane. I'm sure you remember Fun with Dick and Jane. In these books, there were no Black children, no Hispanic children and no Asian children. There were just these blond and blue-eyed children and that was the official reading text in Harlem. In Harlem the schools were segregated. The housing was segregated and I was very fortunate because I had a kindergarten teacher who brought in Paul Lawrence Dunbar—"Little brown baby with the sparkling eyes, whose daddy's partner and mommy's joy... little brown baby with the sparking eyes"—and in those stories, I saw myself. So, even though the official text was Fun With Dick and Jane, I knew about little brown baby and I remembered being momma's baby girl. So, I thoroughly identified with that story.

Knock, knock, who's there? Why, it's a story...open the door and who do you see? It's a story looking at me. Listen my librarians and you shall hear a story of how I began my career. I became a writer in kindergarten. I had a wonderful teacher who besides "Little Brown Baby", brought in

> Who's dat kocking at dat door? Why I doesn't know for sho. How you doing? I loves you, yes I does. You is my choice and always was. Go head 'spress yourself.

In those story/poems, I heard music so when I became a writer one of the things I wanted to do was, I wanted to duplicate the joy, the pleasure, the wonderful sounds that I heard in kindergarten. When I had gone to kindergarten, I told my teacher that I was smart enough already. I didn't need to learn how to read. My mother always told me I was very smart and I figured, what's there to teach me now?

Irene Smalls is an author of children's books in Boston, Massachusetts.

My kindergarten teacher said, "Well, you know Irene, we have snacks here," and I thought, I like snacks...maybe I will stay for a little while. My mother could manage without me for a little bit and when she opened up the books and out came those sounds my eyes were huge and I said to my kindergarten teacher, "I want to do that, I want to learn how to make the sounds that you make." She said, "the sounds that I make, they're called reading." I said, "I want to learn how to read." So I became an avid reader and I became a writer...in kindergarten.

I am gonna speak a little bit of heresy today Dr. [Pauletta] Bracey, because I have written slave books with happy slaves. Because one thing I remembered about Harlem was the 50s—that segregated, low income, inner city community. We didn't lock our doors cause nobody stole anything and it was just as I said, everybody lived in the same place...the lawyer, and the wino. And so, I saw Blackness as a continuous thing, and it was pretty good as far as I could see. I mean, of course I was 5 and I couldn't cross the street but what I saw made me very happy. Those are the kind of stories I have been writing. I think there is a tremendous need in this society today for stories that cross color and class lines. People are disconnected from their families, from their religion, from themselves. There is a tremendous need for stories.

A new store opened in Boston, *Nike Town*, and it is the big headquarters. I went in there and this store is outselling all other stores across the country because they tell a story. You walk in the door and they say ok, on your mark, you're getting ready to run the race. You're gonna run the Boston Marathon...and then you go to the next level...and they have shorts and throughout the entire merchandising experience, they tell a story. So, when you buy those sneakers, when...I won! I just spent two hundred dollars for sneakers, shorts, a tee shirt and I got myself a cap...I won the marathon, but ...who really won?

I think that as African American writers, one of the things we have to do is tell our story. Guess what, we have one of the best stories going. In looking at African American slave history, one of the things I have done in the context of the happy slave is I said, "Well, you know, Black history month is not enough. I don't want one, I want twelve. I want twelve months of Black history." So, I wrote an African American Christmas story, a Halloween story, a Thanksgiving story, an African American Black history month story, and I am working on a New Years Day story all in the context of the African American slave experience based on my reading of slave narratives. We have one of the greatest stories ever told and in talking to young people today, going into schools, every time I brought up slavery, everybody was ashamed. Black kids would hold their heads down and wouldn't want to look at me. I'm like, wait a minute...we did not do it... we don't have to be ashamed...we did not do it! The stories that we were told were about how Black people had been humiliated and brutalized, and how we must have been cowards or pretty stupid. I said, "you know something? There are 365 degrees to that story and you need to hear some of the other parts of it." So, whenever I go to schools and kids turn their heads and don't want to talk about slavery, I say ok let's talk about other stuff.

Let's tell a full story, let's not forget our story, let's diversify it across the curriculum and across the American experience. When I look at statistics, they have wonderful statistics about African Americans and some of them are very painful. When you look at teenage pregnancy, when you look at the things our youth are experiencing, I remember kindergarten and how that teacher said that I was wonderful and I believed her, you know that? I believed everything she told she told me and so, my job as a writer is to tell African American 5 year olds, "you are wonderful," so they can believe that the rest of their lives.

As I went up in grade school, I was told I was a very poor writer and I was always afraid to write. When I started writing, I went back to kindergarten and in telling our stories...we have to give our kids something to hold on to... something to believe in, to show the Black people of all classes, all races. I grew up in the 50s and we spoke to everybody. We spoke to the winos, the postman, grocer man, people who swept the streets. we spoke to everybody because that's the way I was brought up. I had in my community, doctors, lawyers, prostitutes and all of those people. I knew lots of prostitutes, and I knew lots of other people too. We didn't segregate, or say, "that woman is a prostitute so I can't speak to her." Instead, we said, "That's so and so's mother...Hi, Miss so and so...How are you today?" They were people and I spoke to people and I learned my strengths and my skills from people.

Concurrent Sessions

Making Global Connections and the Information Superhighway

African American, African and Library Links on Black Colleges and Universities' Websites

Cynthia Coccaro

Abstract: *Access to the World Wide Web either in the home, office or library can provide a gateway to educational institutions. The websites of historically Black colleges and universities will be analyzed.*

Although possession of computer hardware, software, and connectivity is generally lacking in African American communities and households, there have been great efforts by historically Black colleges and universities (HBCUs) to provide internet access for their students. Access to, and a presence on, the World Wide Web is increasing at these institutions. First, a content analysis of select academic homepages will reveal the websites' ease of use, value of libraries, and their value of African American or African sites. Secondly, an email survey transmitted to the contact person of these colleges and universities will provide some background information about the homepage, as well as the website's relevance as a communication tool within the institution and with the public. Responsiveness to this author's suggestions will also be examined.

A literature review concerning Black colleges and the internet provided the following results. *Periodicals Abstracts, Article First, ERIC,* and *Education Index* were searched using various combinations of these keywords: *Black colleges, internet, World Wide Web,* and *WWW.* Only one relevant citation was found. However, when *Ethnic Newswatch 1995+* was searched using the keywords *Black colleges* and *internet*, thirty-eight citations were found. The majority of the articles found were taken from the latter mentioned full-text electronic index.

The major points examined in the articles were that African Americans are behind in personal acquisition of computer hardware and software. According to a 1993 study conducted by the US Census Bureau, there were almost twice as many computers in White households in comparison to Black households, 27% vs. 14% respectively (McClure). Compared to HBCUs, levels of computer ownership for predominantly Black K-12 schools are very low. In addition to the efforts by HBCUs, Weems indicates that many HBCUs are receiving substantial gifts of computer software from Microsoft Corporation. HBCUs connectivity is evidenced by the presence of college or university homepages as well as their students' homepages. Only one of these articles mentioned the library. In a description of

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Howard University, the University library system was mentioned as having a link on the University's homepage ("News and Views: Black Colleges...").

In order to narrow the number of HBCUs investigated, the list of forty-one HBCUs supported by the United Negro College Fund (UNCF) was used. This list came from the 1994 Black American Colleges & Universities. These institutions were searched on four World Wide Web (WWW) college and university directories, *Floyd Ingram's Home Page*, *San Diego Blaack Pages*, *Yahoo* and C. Demello's *Colleges and Universities Directory*, using Netscape 2.02 or higher (see Table 1). The first two college directories, *Floyd Ingram's Home Page* and *San Diego Blaack Pages*, were devoted to HBCUs. Only website addresses found in these four directories were used for this study. Secondly, the websites were examined for ease of use or navigability, and generally viewed for any graphical peculiarities (Symons, 25). The presence and placement of library links from the homepages, whether to the library's online catalog or a general description of the library, and links to African-American or African sites were examined. Lastly, email surveys were transmitted to the contact person of the HBCUs website listed on their homepage (see Appendix 1). The questions concerning the website as a communication tool were ranked from 1 to 5, with 5 being the highest. The study results follow.

The college and university WWW directories varied in the number of links to HBCUs. The most comprehensive was Floyd Ingram's HBCUs Directory, listing the colleges whether or not they had a website link. When several suggestions were made for Floyd's website, they were addressed within twenty-four hours. Coral J. Cook Jr., the contact person for the *San Diego Blaack Pages*, also, was very responsive. Ten suggestions were emailed to Cook and all of the recommendations were attended to the same day. Christina DeMello, who established the *College and Universities Directory*, did not respond. Eleven additional sites were suggested, and two links that did not work were pointed out. An email message was sent to DeMello, but no changes were made to the website. The last update to DeMello's website was July 15, 1996. Lastly, the Yahoo website was sent suggestions via two of their online comment forms. A dead link, a link that has been moved to another location, was corrected. The suggestion of providing additional websites was not addressed by Yahoo.

Table 1. Links to Colleges Supported by UNCF before Study

WWW Colleges/Universities Directory	Number of Links to HBCUs (41 possible)
Floyd Ingram's HBCU's Directory	24
San Diego Blaack Pages	8
C. DeMello's College/Universities Directory	9
Yahoo U.S. Colleges and Universities	13

Next, a content analysis of the twenty-four HBCUs homepages with websites was conducted (see Appendix 2). Half of the websites indicated when they were last updated. One of these dates was not on the opening homepage but on each subsequent page. Second, ease of use was evaluated. One college had extremely large first letters for their headings, while another had the contact person's address on a busy background which made it difficult to read. These are minor observations that can be easily corrected. Navigability was also examined. All of the HBCU homepages had titled pages, section headings, and a table of contents with descriptive links. Third, the library's presence on the HBCUs' homepages was examined. Ten out of twenty-four institutions had links to their library's website, catalog or description. These were usually accessible from the homepage, although one was found two layers from the opening page. Links to libraries other than their college library were even smaller. Only three out of the twenty-four institutions connected to other libraries. Links to African American or African sites were greater, with seven institutions linked to the following sites: HBCUs directories, *Universal Black Pages*, African Studies sites, *UNCF*, *NAACP*, Black businesses and South Africa.

Table 2. Email Survey Results

College/Univ.	Date Started	HTML Coding	Website Committee	Major Changes	Campus Comm. Tool	Public Comm. Tool
Benedict College	2/97	campus employee	yes; 7/97	no	5	5
Bennett College	7/95	campus employee	no	no	3	4
Clark Atlanta University	June/ July '96	campus employee	no	no	2	2
Fisk University	1/94	campus employee; some commercial	no; comp. policy committee	no	1	3
Oakwood College	6/95	campus employee	no	yes; adding rotating pictures	2	4
St. Paul's College	U. of Toledo will forward to them; they're not yet networked					
Wilberforce University	1/96	campus employee	no	yes; update soft/hardware	4	4
Xavier University of Louisiana	12/95	campus employee	coming this Fall 1997	yes; 1/97	2	3

The email survey was sent to sixteen educational institutions which had a contact person listed on their homepage. As mentioned earlier, there was a 50% response rate to the surveys. Only one institution, St. Paul's College, did not respond to the questionnaire. St. Paul's College homepage is on the University of Toledo server, so the questions were forwarded to St. Paul's. Other than the University of Toledo stating they would forward the survey, the other seven institutions responded to the questions (see Table 2). Of the survey responses, most indicated that they established their website in 1995. All the HTML coding was implemented by campus employees. Only one institution, Fisk University, reported that a small portion of their website was created by an outside commercial company. The third question asked if a website committee had been formed. None of the institutions at the time of the survey had such a committee. Two institutions indicated that committees would be established in the latter part of 1997. Only three institutions' contact persons indicated any changes to their website; one of these was a major change in appearance. In response to the question concerning the website as a communication tool, the individuals answering the surveys considered the sites geared more toward the public than the campus community. Suggestions for improving websites were kept simple and generally restricted to recommending a link to the library and adding an indicator for last update. Only one suggestion was acted upon, when typographical errors were pointed out.

The results of this research indicate that the internet college and university directories are lacking when it comes to links to HBCUs. The directories devoted to HBCUs are definitely more responsive to suggestions. The Floyd Ingram HBCU website seems to acknowledge all of the HBCUs and looks forward in anticipation to the day when the HBCUs will all have a homepage. The DeMello site has not been updated since 1996, and may be an abandoned site. In the past, however, single suggestions given by this author to the DeMello site were promptly answered. The lack of responsiveness to suggestions by Yahoo was surprising. After a month had passed, the suggested additions were still not linked.

The graphic designs of the HBCUs homepages, in the opinion of this author, were very tastefully done, and each page was well labeled. However, the content of many of these sites need work. For example, the websites' lack of last update indicators and contacts for comments was disturbing. It is hoped these sites will eventually add these features. Links to libraries definitely need to be increased. The importance of libraries in the academic environment should be displayed by a link on the initial page of the website. The name of one programmer was provided along with her title. Irene Chalokwi, of Benedict College, is Director of Library Systems as well as Assistant Director of the Computer Center, and likely has substantial influence concerning the website. Consequently, Floyd Ingram is the director of Benedict College library. Overall, more links to African American and African sites would definitely enhance the websites' usefulness. The homepages tend to be more of an advertisement for the institution than an educational tool. Both elements should be present in these academic websites. There is, also, a need to become more of a communication tool for the campus community. According to the literature and survey results, many of these institutions have just established websites in the last two or three years. Considering they are generally administered by campus employees, the added responsibility can be overwhelming for computer center staff. Website committees would be useful in organizing and instituting policy for the campus as well as the homepage's content. If the World Wide Web is to become the gateway to our educational institutions and libraries, resources and cooperation are key to making this happen.

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APPENDIX 1

Email Survey Questions

1) What month and year did your institution first launch their website?

2) Was the HTML programming done by campus employees or an outside company?

3) Does your institution have a committee devoted to the website?

4) Has the website gone through any major changes in appearance or administration?

5) On a scale of 1 - 5 (5 being the highest), how would you rate the website as a communication tool on campus?

...as a communication tool with the public?

SUGGESTIONS:

APPENDIX 2

College/ Univ.	Website http://	Contact Person	Last Update	Graphic Quality	Library Link	Other Libraries	African American/ African Links	Suggestions
Benedict College	bchome. benedict.edu	chalokwi@ Benedict.edu	5/5/97	large letters distracting	yes	yes	HBCU; Universal Black Pages; African Studies	TYPOS: Wahington; america(n)
Bennett College	www.bennett. edu	bcinfo@ bennett1. bennett.edu	5/20/97	good	yes; description and catalog	no	HBCU; NAACP; UNCF; Africa University; South Africa	
Bethune-Cookman College	www.bethune. cookman.edu	wwwadmin@ cookman.edu	not on opening page	good	yes; description	yes	HBCU	last update
Claflin College	www.icusc. org/claflin/ cchome.htm		7/6/96	good	no	no	no	
Clark Atlanta University	www.cau.edu/ cau/	Webmstr@cau .edu	7/1/97	good	yes	no	no	links to African-American sites
Dillard University	www.dillard .edu			good	no	no	no	
Fisk University	www.fisk.edu	webmaster@ dubois. fisk.edu	6/26/97	good	yes	no	HBCU	
Florida Memorial College	www.fmc.edu	www@lions. fmc.edu	6/11/97?	good	yes	no	no	say "last update"

College/ Univ	Website http://	Contact Person	Last Update	Graphic Quality	Library Link	Other Libraries	African American/ African Links	Suggestions
Huston-Tillotson College	www.htc.edu	Did n't work at time of study						
Johnson C. Smith University	www.jcsu.edu	fep007@jcsu.edu		good	no	no	HBCU; Universal Black Pages	library link; last update
Knoxville College	falcon.nest.kxcol.edu	Didn't work at time of study						
LeMoyne-Owen College	www.mecca.org/LOC/page/LOC.html		7/7/95	good	no	no	no	
Morehouse College	www.morehouse.edu	webmaster@morehouse.edu		good	none found	none found	no	library link; last update
Morris College	www.icusc.org/morris/mchome.htm		5/21/97	good	no	no	no	
Oakwood College	www.oakwood.edu	butler@oakwood.edu; gerry@oakwood.edu		good	no	no	no	library link; last update
Philander Smith College	www.philander.edu	pscwebmaster@hotmail.com		good	no	no	HBCU	library link; last update
Saint Paul's College	www.utoledo.edu/~wfraker/stpaul.html	leasly@utnet.utoledo.edu	3/25/96	good	no	no	no	library link

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College/ Univ.	Website http://	Contact Person	Last Update	Graphic Quality	Library Link	Other Libraries	African American/ African Links	Suggestions
Spelman College	www.spelman.edu			good	no	no	no	
Stillman College	www.stillman.edu	webmaster@www.stillman.edu		good	no	no	no	library links; last update
Tougaloo College	www.tougaloo.edu	tougaloo@misnet.com		good	yes; 2 layers down	no	no	last update
Tuskegee University	www.tusk.edu	webmaster@tusk.edu		good except webmaster address on background	yes	no	no	last update
Voorhees College	www.voorhees.edu		2/14/97	good	no	no	no	
Wilberforce University	www.wilberforce.edu	webmaster@payne.wilberforce.edu		good	yes	yes	Universal Black Pages; Black Businesses; African-American Studies	last update
Xavier University of Louisiana	www.xula.edu	webmaster@mail.xula.edu	4/21/97	good	yes	yes	no	
TOTAL		16/24	12/24	GOOD	10/24	3/24	7/24	13/24

Equity And The Internet: African Americans' Access To The Information Superhighway

Betty Blackman, Stephanie Brasley, Audrey Jackson, Suzanne Johnson, Joyce Sumbi and Binnie Tate Wilkin

Introduction

Suzanne Johnson

My colleagues and I are delighted to share with you an undertaking that we had in Los Angeles on March 8, 1997. All of the panelists are members of the California Librarians Black Caucus—Greater Los Angeles (CLBC-GLA) chapter. On March 8, 1997, CLBC-GLA, a 25-year organization, convened a one-day conference entitled "Bringing the Internet Home: African American Access to Information, Communication, and Technologies." Binnie Tate Wilkin will now provide you with the rationale that led to convening the conference.

Conference Rationale

Binnie Tate Wilkin

As a panelist on a program sponsored by the statewide California Librarians Black Caucus (CLBC) at the 1994 California Library Association meeting, I spoke of the need to inform ourselves and our communities about new technologies. My central concerns were: 1. African Americans, other minorities and the poor were uninformed about the rapid changes being made in our society because of new technologies; 2. Technology was being allowed to shape the national identity, leaving many behind; 3. Libraries could play a role in bridging the information gap between the rich and the poor, but other programs were needed; and, 4. Little discussion was taking place about problems surrounding the internet such as privacy issues, medical and social ramifications, and changes in work and the workplace. At that time, I proposed that the CLBC sponsor a conference to begin dialogue on these subjects and to inform the public. Tragically, most of my comments were from a position paper written in 1983, while I served as Minority Services Coordinator at the Los Angeles County Library and forums for such discussion had yet to happen.

Betty J. Blackman is dean of the University Library, California State University Dominguez Hills; Stephanie Brasley is reference and instruction librarian, UCLA; Audrey Jackson is head, Science and Engineering Library, UCLA; Suzanne Johnson is Western Area manager of branches, Los Angeles Public Library; Joyce Sumbi is retired administrator, County of Los Angeles Public Library; and Binnie Tate Wilkin is a consultant, national storyteller, and former university instructor, Los Angeles, CA.

When Stephanie Sterling Brasley became president of the CLBC, Los Angeles Chapter, one of her goals for the chapter was to sponsor such a conference. Her proposal was accepted and a conference committee was formed, on which I served. Details of the planning efforts will be presented later by Joyce Sumbi and others.

I am proud that we have begun the dialogue, but my central concerns remain, which can be summed up in a quote from the original paper presented in 1983. The quote is from an article in INFO WORLD, by William J. Puetz, titled, 'Social Implications Of Pushing for Computer Literacy,' "One problem we'll run into immediately is the increased establishment of 'computer elitist', those wielding power far in excess of their competence and capabilities, just because they have massive amounts of information at their disposal. If power begets power, as it too often seems, the hoarders of information will eventually be in a position to brutalize and dominate the rest of society. It is imperative that we not blindly pursue this goal of computer literacy. We must closely examine the directions in which THE INFORMATION AGE is sweeping us and avoid directions in which we cannot cope. Computer literacy can mean significant and valuable alterations to our future, but it will be a positive development only when it is available to all."[1]

Conference Background and Overview

Joyce Sumbi

The California Librarians Black Caucus, Greater Los Angeles area presented a panel on Computers and Information Access at the 1994 California Library Association Conference. During the discussion session many issues arose concerning the information rich vs. the information poor, access to information and the new technological revolution. The recommendation of the group was that a conference was needed to address these issues in greater depth.

When Stephanie Sterling Brasley assumed office as President in 1996, she was committed to carrying out the mandate received at the CLA Conference. A committee was appointed to develop the conference. A brainstorming meeting was held and many issues were identified. The Committee felt that a one day conference that would bring together lay people, information professionals, educators and policy/decision makers would be a good place to start.

When funding issues arose, several avenues were pursued. However, in the final analysis, major funding came from the American Library Association because of Executive Director, Elizabeth Martinez commitment to multicultural librarianship and her concerns about the lack of access to new technologies among some segments of our population. Additional support came from the Library Associates at California State University, Dominguez Hills, who agreed to act as fiscal agent, Los Angeles Public Library, which agreed to host the conference at their main library and the California Library Association, which contributed some seed money.

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[1] Puetz, William J. "Social Implications of Pushing Computer Literacy," INFO WORLD 5 (5): 44 (31 January, 1983)

Program content was the next area tackled and the Committee agreed that a keynote speaker was needed to identify issues and challenge the audience to express their opinions. After discussing Charles Ogletree (who we could not afford), Congressman Major Owens and others, the Committee decided upon Congressman Owens because of his personal commitment to librarianship, his excellent speaking ability, his track record on libraries and new technologies and his willingness to reduce his honorarium which he donated to charity.

Initially, this was to be an issues conference but it developed into a combined issues and hands-on conference. The hands-on conference featured Congressman Owens as the keynote speaker, who identified the issues. The audience then split into smaller groups. Some discussed the issues raised in Congressman Owens' speech. Simultaneously, there were groups attending workshops on Introduction to the Web, Tools for Searching the Web, How to buy a Computer, The Web for Entrepreneurs, and African Americans on the Web. The day ended with a plenary session which reported discussion group accomplishments.

CLBC members, library school students, and local Internet service providers lent their expertise as discussion leaders and instructors for this conference.

Goals and objectives for this conference were:

1. To inform and educate the African American community about the issues;
2. To get community recommendations about how to address the issues;
3. To get policy/decision makers to take actions based on community input;
4. To inform and educate information professionals about the needs of the African American community so they could take appropriate actions;
5. To demonstrate the capabilities of the new technologies; and,
6. To inspire more lay people to get involved and committed to finding resolutions to social problems using these new technologies.

Conference Nuts and Bolts

Suzanne Johnson

The structure of our program for the conference day included the identification of barriers, utilizing the mechanisms of discussion groups to provide answers. We also needed to provide exposure along a continuum on how to get on the net successfully. As information professionals our objectives were to (A) co-create avenues of equitable access; (B) instruct and inform; and, (C) stimulate meaningful dialogue about critical issues.

I would like to give you an idea of what the day looked and felt like. We held the conference in the Central Library of the Los Angeles Public Library. It is a huge facility. People arrived at the registration area first. While they were registering, the reverberating sound of

African drummers playing in the adjacent auditorium could be heard. The public prepared for and selected the various sessions they wanted to attend and then were shown into the auditorium to hear the keynote speaker and participate in the opening program. Following the keynote speaker, many participated in discussion groups and then lunch. Other attendees went to the various hands-on sessions/workshops that they had selected. The latter were so successful that even as conference organizers left at the conclusion of the day, several sessions continued until the library facility closed. (Stephanie will share more information about how we were able to develop the day later in this presentation.)

We had to find out who the Internet service providers were, and next, we made contact with the African American Internet service providers, making friends with people we had not worked with previously. There were more African American service providers than we realized and they were very pleased to make contact with us. We went to dinner with them to discuss our plans and they all agreed to donate their time to this conference because they were so pleased that a local Los Angeles organization had undertaken the task. We were able to work with local library systems—UCLA, the northern chapter of CLBC—to put on the conference. The support from northern California was important.

Workshop conveners included UCLA Library School students, most of whom were in their last year of graduate school and are members of our organization. They were fantastic, and they are a great new group of young librarians, although small in number. They were able to conduct informative and beneficial sessions that related to the participants' concerns and issues.

Our program sought to offer information that was of value no matter where you were on the information continuum. We sought to meet the needs of informational professionals, educators, and the general public and we believe we were successful in achieving our goal. The Internet service providers included African American men and women who have a wide variety of backgrounds. It was really amazing to us how engaged they were in focusing on the issues that relate to telecommunications and the African American community. They were as engaged in the issues-based sessions as the general public and educators. This was very rewarding for us to observe.

The day was a real hubbub of activity with people going and coming all day. The building we were in did not offer the best signage, but it did allow us to provide hands-on experience for the public because of the technology available. The dialogue was initiated and continued even after the sessions were over. People who had not intended to spend the entire day did so because their needs were being met. This is a brief synopsis of the nuts and bolts of the day and hopefully we have provided you with the flavor of the conference.

Conference Budget

- ***Venue Costs***: Los Angeles Public Library (LAPL) was one of our partners, which enabled us to use the facility and the computers for internet access. Hidden costs in using the facility were: Security, Audio Technician, Attendants for Set-up, and Technology Technician. **Total:** $516.00

- ***Program***: We had drummers and dancers that allowed us to have a healing dance to begin our day. We had printed programs, customized bags with resource materials for attendees, and food for speakers and working volunteers. **Total:** $1184.00
- ***Speaker***: Accommodations,contribution to his charity, lunch and dinner. **Total:** $2200.00
- ***PR Budget***: Included flyers, postage, paper, mailers, stuffers, consultant. **Total:** $1490.00
- Total Expenditures: $5400.00.
- Total Monies Received: $5200.00 equaling a cost-overun of 3%.

This was not bad for doing this conference in record time. Although the conference had been conceived two years earlier, the funding was difficult to obtain. Once we did have the money, we had to abide by the time parameters of the funding. At this time, Stephanie Brasley, my co-chair will continue with an overview of the workshops and publicity.

Conference Workshops

Stephanie Brasley

INTRODUCTION

As has been mentioned, our initial and primary focus of the conference was to identify and explore issues related to African Americans access to the Internet. However, early in the process, we realized that there was a large majority who still did not know enough about the Internet. They did not know enough about the topic to have a meaningful dialog. So, the conference became two-pronged: one component was issues-based and the second was educational. This latter piece was geared towards the entire family. Also, since our primary audience was information and business professionals, educators, and local politicians, we anticipated that those people were well exposed to the workings of the Internet and conversant with many of the issues to enable a dynamic and fruitful discussion. However, what we found in reality was that there was a larger group of people at the nascent end of the spectrum who were primarily interested in workshops and practical applications.

PURPOSE

When I developed the workshops, I was interested in teaching people all they needed to know in order to gain access to the Internet. Also, we felt that it was important that people had hands-on experience. I scheduled workshops that showed the major steps in the process of getting on the Internet:

> "How to Buy a Personal Computer" discussed hardware and software needed to get started on the Internet
>
> "Going Online: How to Access the Web"—This class dealt with connectivity, and internet service providers vs. commercial online services like America Online

"Introduction to the World Wide Web" provided an introduction to searching the Web.

"Tips on Searching the Web" covered various types of search engines and directories and gave useful tips for searching the web successfully.

"Practical Applications of the Internet" tried to infuse the value of the web in everyday life, so it focused on getting helpful information like the weather, making vacation and travel plans, recipes, buying products, etc.

I also scheduled subject-specific workshops. For example: "Business Opportunities on the Internet," "African American Sites on the Web" and "Web Sites for Children." The workshops on business sites were particularly well attended and well received. Unfortunately, although several families came for the workshop geared towards children's sites, I had to cancel this one because I was unable to find an instructor.

WORKSHOP SCHEDULES

Workshops were one hour long. Three workshops ran concurrently with the exception of one which was only offered twice. A common complaint I heard voiced in the halls was that sessions were taking place concurrently and that people had a difficult time choosing which one to attend, or that, due to the timing, they couldn't wait until the next session of their desired workshop.

SELECTION OF INSTRUCTORS

The caliber of the instructors who participated was another high point for us. I was able to excite a host of excellent people to teach the workshops. They included two local Internet service providers; representatives from the Inner City Computer Society, two of whom owned their own technology based business, others who were technology consultants and experts in their fields; web masters; and three very sharp and bright library school students who are very technologically savvy.

In terms of identifying individuals to help us with the workshops, it was oftentimes done serendipitously. I would contact one person who, after hearing about the conference goals, would refer me to other people who could help.

PUBLICITY

Our target audience was librarians, educators, church representatives, business professionals, local politicians and the community in general. Because we were interested in drawing both those who could discuss the issues facing African Americans with respect to the Internet as well as the larger community which might have had minimal exposure to the Internet and the World Wide Web, we utilized a number of publicity vehicles to get the word out. Below is a list of the type of publicity mechanisms used:

- flyers: both 8 ½ X 11 and 5 X 7 cardstock
- targeted letters
- articles in library, education and church newsletters

- press releases to local community newspapers and radio stations.
- public relations consultant

In order to prepare the flyers for mailing, we used the volunteer services of a local senior citizens group. The committee mailed more than 2,500 flyers to homes with large concentrations of African Americans; to major school districts such as the Los Angeles Unified School District and the Compton Unified School District; and to two of the major library systems in Southern California: the Los Angeles Public Library and the County of Los Angeles Public Library. In addition, members took flyers to pass out at various functions. Also, we sent targeted letters—along with flyers—to churches, to our CLBC members, to local chapters of sororities and fraternities, to each Los Angeles council person, to local organizations (i.e. NAACP, Urban League, etc.), and to the library school programs in the Southern California area. Articles were placed in the statewide library association's newsletter, a newsletter for educators and several alumni association newsletters. Student committee members posted conference announcements to Internet listservs and press releases were sent to local newspapers and radio stations during the two weeks prior to the conference. During the last week of the conference, we enlisted the aid of a paid public relations consultant to blanket the city with flyers and to get Public Service Announcements on local radio programs. Also, we tried to arrange an interview on a local radio station with a large African American listening audience, but we were not successful. Although the radio host was interested, she was not able to find a time slot for us due to the short turnaround time before the conference. We should have contacted them approximately one month earlier.

As Suzanne indicated, we spent a healthy amount of funding on publicity. It was targeted and we did partner with some people. However, in hindsight, we realized that we needed to focus our publicity efforts even more tightly. One of our main target groups was the church. We sent letters and made follow up telephone calls. Yet, if we had had sufficient time, we would have met with them to obtain greater buy-in up front.

Conference Discussion Groups

Betty Blackman and Audrey Jackson

PROCESS

To prepare for the discussion groups, facilitators were selected in advance. A brief orientation was held at the conference site. The Discussion Group Coordinator prepared handouts for the facilitators and for the groups which covered: a) the purpose of the sessions, b) ground rules for the discussions, and, c) a set of discussion questions. The facilitators used the materials in various ways to obtain responses centered on the following three concepts:

1. the identification of some of the information needs of African Americans utilizing the Internet and libraries
2. examples/descriptions of the impact of the Internet and libraries on African Americans
3. barriers (cultural, language, economic, etc.) to accessing the Internet and libraries for African Americans

RESULTS

The purpose of the session was discussed and everyone present was introduced. To begin the discussion, the current status of computer use was determined:

12 had computers at work
14 had computers at home
6 had access to the Internet at work
3 had access to the Internet at home
6 of the participants children had access to computers
To gather data on the three concepts, six questions were discussed and the responses are as follows:

Are African Americans being properly trained for the technological revolution?

No. Staff in social agencies need training; parents need education and training; and access to computers is needed for government and entrepreneurs. Training is inadequate for teachers and students, as well as for parents and special agencies such as those who work with at-risk youth.

In addition, technicians are either poorly trained or not available. Schools need technicians, maintenance and repair plans, and also provisions for equipment replacement. In order to prepare students for maximum use of the new technology, they should first be taught basic reading and typing skills.

What is the school's role? Are schools in African American communities equipped to educate and involve children in these new technologies?

Selected schools are involved. Los Angeles City schools have computers and Internet connections, but they may lack full time media librarians. Los Angeles County has demonstration rites and is preparing its eighty-eight libraries. One model example is Crenshaw High School, which also has classroom access to the Internet. Problem areas and issues include the need to integrate computers and information literacy into K-12 curriculum and beyond those levels; the need to provide access to computers for distant learners; the need to incorporate education and training opportunities for adult learners; and, the need for broader access for students and the communities in which they reside.

How are new technologies changing the work environment, and what is being done to prepare the African American workforce for these changes?

Access varies and the impact depends upon the type of employment individuals undertake. Training and education are needed at many levels, including introduction to computers, basic skills, acquisition and/or adoption of software, and awareness of specific work applications related to computing.

Are African Americans aware of how much private information about them is accessible on the Internet and how or if it is being used? How does new technology and the Internet impact the lives of African Americans?

These questions brought forth in rapid succession a series of comments and images that are important to note. They include the following:

'Big Brother'—no privacy
Elimination of 10,000 jobs
Creation of 10,000 jobs

Starts wars? Eliminates wars?
Continuous job—blurring of traditional
    work hours
Elitism
Loss of human interaction
Loss of human values
Vehicle for racism
E-mail interaction
Instantaneous access to a wealth
    of information
Duplication of errors
Opportunities for (Diaspora) and global
    network
Isolation

What is the role of your local public library in providing access to new technologies and computerized information?

Recognition of the expanding role of libraries and librarians was clear: they play a major role; libraries provide access for all—students, parents, and members of the community. Their role is vital in providing the link from the book to the Internet. They know that computers function as a tool and an adjunct to the education process.

What is Needed?

We have a model public library which should be publicized for city government, boards, and commissions. The West Olympic Memorial Library is a virtual library which is readily accessible. More such libraries should be made available.

There are many unmet needs in our public and school libraries, such as: adequate funding for technology; online hardware/software; on-going staff training; and maintenance programs. Libraries are free and open, however, library staffs and their constituencies need to press local government for support to maintain them.

Libraries and librarians must be proactive. As more information is collected and identified, such as the report of the Los Angeles County Board of Education Summit, it should be analyzed and presented to those decision makers who can influence and bring about change that supports the new technology in libraries. This conference, 'Bringing the Internet Home,' should be repeated on a regular basis to introduce, educate and update the African American community on the information and communication technologies that affect and will continue to affect their lives. It has proven itself to be an effective method of reaching a cross section of the community.

Benefits of the Conference

Stephanie Brasley

As a result of the intense effort expended to make this conference a reality, there were many benefits associated with the implementation. They include:

- Heightened visibility for CLBC-GLA and the library community among internet service providers, the general community and other community based organizations involved in these efforts.
- We were the first African American organization to put on this type of conference tackling these types of issues.
- Most importantly, we solidified and enhanced CLBC's credibility and

viability in the community by forging community partnerships that did not previously exist. We were able to forge relationships with organizations outside of librarianship which had vested interests in technology. In other words, we dealt with people outside of our domain.

- We build excitement and momentum in participants who overwhelmingly requested to have the conference repeated.
- We received some local level political support. Councilwoman Rita Walters gave a welcome, and representatives from a county supervisor's office were in attendance.

Lessons Learned

All Panelists

Joyce: Of the people registered nearly everyone praised the day. Even our guest speaker, Congressman Major Owens, complimented us highly for being the first organization in the country to hold such a conference. The 200 people that attended asked why we didn't get more people here, requested to be put on the mailing for the next conference, and wanted to know when it was going to be held. People were interested in the workshops and in the discussion of issues.

Most of the conference evaluations were favorable, except for those dealing with navigation and the absence of adequate signage in the Central Library. Here are a few comments from the evaluation forms: "I came to find out more about the Internet, gain more knowledge, learn more about African Americans on-line;" "We need to position our young people for this and stop pointing fingers at each other." They wanted more feedback. We did some post publicity, sending a photograph of Congressman Owens and some students along with a press release, which was published in a local African-American newspaper. Only 27 people in attendance had e-mail addresses and we collected information from most to provide more feedback.

Stephanie: In terms of planning and publicity, I would start with targeting select churches in the area. The African American church is a central and vital force in the community. We needed the ministers' buy-in up front to spread the word among their congregations and to echo the importance of attending a meeting of this kind. If we had partnered with them early on, perhaps we would have gotten more of those general community members we were seeking. Also, I had to be reminded by my fellow committee members that we are still a very oral culture. I relied on formal communication vehicles to get the word out. Joyce kept saying to me that I needed to pick up the telephone. Essentially, people want and appreciate the personal touch and more informal methods of communication.

Speaking futuristically, in order to fulfill the original vision for this conference as stated by Binnie Tate Wilkin, I would plan a two-pronged conference to meet the needs of the divergent audiences we attracted to the conference. Specifically, I would have one all-day session filled with workshops to educate the community on the Internet. Afterwards, I would partner with church and other community leaders to bring African

American representatives to discuss the meaty issues which we face. Recommendations and action items could then be forwarded to politicians to act upon them. In all fairness, I believe that had we procured the funding earlier and had a larger group of committee members committed to actually implementing the work of the conference, we could have accomplished more in the issues-based arena. However, it was a promising beginning.

Binnie: We started with a grandiose plan and it turned into something else and it was all still valuable. I had huge ideas about how political this could be but I realized after the process that those ideas would have to come later. I originally thought we would be making recommendations to congressional representatives and to our local and state government representatives based on a political agenda. I originally thought no one should come out of jail illiterate again, based on the resources of the Internet. Depending on the organization you have and your local caucuses' attitudes, you might be able to start at the political level that I had in mind. I think what we did was extremely valuable for the people who came. My vision was beyond that, but I believe we will get there. Congressman Owens wants to use some of the information from our local level to take to the national level. We do have the basis for a larger conference.

We learned about contacting churches. We got no response to letters to education departments of churches, etc. We are all members of Black churches and we weren't using our own expertise. We were acting like we were outside of the Black community instead of within it. We even had one minister who came to the conference and was going to take information back.

Betty: We should send a message or telegram to Bill Gates and tell him to come home. We have an opportunity to follow up and to get to those people. In terms of comments about the day, we should have started earlier because there were time conflicts between the opening program and the discussion group sessions. Also, we should have arranged box lunches for the attendees so that they could continue the discussion during the lunch hour. Maybe the next time we might want to charge them for lunch so they can do this. Time is so important; when you get a group who is engaged you want to keep them. We did have fun. I think no matter what happened we had enthusiasm and fun.

Conclusion

There were challenges planning and implementing this conference. However, the benefits far exceeded the setbacks. Congressman Owens, in his landmark keynote address, noted that he was going to encourage the chapter in his area to replicate our model. We encourage you and your organizations and statewide chapters to consider replicating this or similar models in your area to ensure that the issues concerning the Internet and African Americans are being discussed and that solutions are made at the local level.

Public Health Connections on the Information Super Highway

Joan Redmond-Leonard

Thousands of consumers and health professionals now access the Internet/World Wide Web for information. A recent news publication stated "More than one-third of all Internet searches are health related. But quickly winnowing reliable information from 10,000 plus sites can be as hard as finding a doctor who makes house calls."[1]

In support of reliable information, a few organizations are assisting the internet user by establishing evaluation criteria for internet sites. One such organization is Health On the Net. Health On the Net Foundation is a non-profit organisation headquartered in Geneva, Switzerland. Its mission is to build and support the international health and medical community on the Internet and WorldWide Web so that the potential benefits of this new communications medium may be realised by individuals, medical professionals and healthcare providers.[2]

Health On the Net has established a Code of Conduct and HONcode Principles as identified below:

Principle 1—Any medical advice provided and hosted on this site will only be given by medically trained and qualified professionals unless a clear statement is made that a piece of advice offered is from a non-medically qualified individual/organisation.

Principle 2—The information provided on this site is designed to support, not replace, the relationship that exists between a patient/site visitor and his/her existing physician.

Principle 3—Confidentiality of data relating to individual patients and visitors to a medical website, including their identity, is respected by this Website. The Website owners undertake to honour or exceed the legal requirements of medical information privacy that apply in the country and state where the Website and mirror sites are located.

Principle 4—Where appropriate, information contained on this site will be supported by clear references to source data and, where possible, have specific HTML links to that data.

Principle 5—Any claims relating to the benefits/performance of a specific treatment, commercial product or service will be supported by appropriate, balanced evidence in the manner outlined in Principle 4 above.
Principle 6—The designers of this Website will seek to provide information in the

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[1] *U.S. News and World Report*, July 14, 1997.

[2] Health On the Net Foundation, http://www.hon.ch

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clearest possible manner and provide contact addresses for visitors that seek further information or support. The Webmaster will display his/her E-mail address clearly throughout the Website.

Principle 7—Support for this website will be clearly identified, including the identities of commercial and non-commercial organisations that have contributed funding, services or material for the site.

Principle 8—If advertising is a source of funding it will be clearly stated. A brief description of the advertising policy adopted by the website owners will be displayed on the site. Advertising and other promotional material will be presented to viewers in a manner and context that facilitates differentiation between it and the original material created by the institution operating the site.[3]

Selected sites which provide public health information, grouped by type of organization, with abstracts taken directly from the homepage, are listed below.

DEPARTMENT OF HEALTH AND HUMAN SERVICES *http://www.hhs.gov*

The Secretary of Health and Human Services advises the President on health, welfare, and income security plans, policies, and programs of the federal government. The Secretary directs Department staff in carrying out the approved programs and activities of the Department and promotes general public understanding of the Department's goals, programs, and objectives. The Secretary administers these functions through the Office of the Secretary and the 12 operating divisions.

ADMINISTRATION ON AGING (AOA)
http://www.aoa.dhhs.gov

AOA administers a program of formula grants to states to establish state and community programs for older persons and administers a program of grants to American Indians, Alaskan Natives, and Native Hawaiians to establish programs for older Native Americans.

ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF)
http://www.acf.dhhs.gov

ACF is responsible for some 60 programs which provide services and assistance to needy children and families. It also

- administers the new state-federal welfare program, Temporary Assistance to Needy Families, providing assistance to an estimated 12.2 million persons, including 8.4 million children;
- administers national child support enforcement system, collecting some $11.8 billion in 1996 in payments from non-custodial parents;
- administers the Head Start program, serving about 800,000 pre-school children;
- Provides funds to assist low-income families in paying for child care, and supports state programs to provide for foster care and adoption assistance; and,
- Funds programs to prevent child abuse and domestic violence.

AGENCY FOR HEALTH CARE POLICY AND RESEARCH (AHCPR)
http://www.ahcpr.gov

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[3] *Health On the Net Foundation Code of Conduct for medical and health web sites*, http://www.hon.ch/HONcode/Conduct.html.

The federal government's focal point for health services research and the only Federal agency charged with producing and disseminating scientific and policy-relevant information about the quality, medical effectiveness, and cost of health care.

AGENCY FOR TOXIC SUBSTANCES AND DISEASE REGISTRY (ATSDR)

http://atsdr1.atsdr.cdc.gov:8080/atsdrhome.html

Working with states and other federal agencies, ATSDR seeks to prevent exposure to hazardous substances from waste sites. The agency conducts public health assessments, health studies, surveillance activities, and health education training in communities around waste sites on the U.S. Environmental Protection Agency's National Priorities List. ATSDR also has developed toxicological profiles of hazardous chemicals found at these sites.

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)

http://www.cdc.gov

The Center is the federal agency charged with protecting the public health of the nation by providing leadership and direction in the prevention and control of diseases and other preventable conditions and responding to public health emergencies. CDC administers national programs for the prevention and control of communicable and vector-borne diseases, injury, and other preventable conditions. It develops and implements programs in chronic disease prevention and control, including consultation with state and local health departments. It develops and implements programs to deal with environmental health problems, including responding to environmental, chemical, and radiation emergencies. CDC directs and enforces foreign quarantine activities and regulations; provides consultation and assistance in upgrading the performance of public health and clinical laboratories; and organizes and implements a National Health Promotion Program, including a nationwide program of research, information, and education in the field of smoking and health. It also collects, maintains, analyzes, and disseminates national data on health status and health services.

CDC is composed of 11 major operating components:

1. National Center for Chronic Disease Prevention and Health Promotion—*http://www.cdc.gov/nccdphp/nccdhome.htm*
2. National Center for Environmental Health—*http://www.cdc.gov/nceh/ncehhome.ht*
3. National Center for Health Statistics—*http://www.cdc.gov/nchswww/default.htm*
4. National Center for HIV, STD, and TB Prevention—*http://www.cdc.gov/nchstp/od/nchstp.html*
5. National Center for Infectious Diseases—*http://www.cdc.gov/ncidod/ncid.htm*
6. National Center for Injury Prevention and Control—*http://www.cdc.gov/ncipc/ncipchm.htm*
7. National Institute for Occupational Safety and Health—*www.cdc.gov/niosh/homepage.html*
8. Epidemiology Program Office—*http://www.cdc.gov/epo/index.htm*
9. Office of Global Health—*http://www.cdc.gov/ihpo/homepage.ht*
10. Public Health Practice Program Office—*http://www.cdc.gov/phppo/phppo.htm*
11. National Immunization Program—http://www.cdc.gov/nip

The following CDC Journals are available:

Emerging Infectious Diseases Journal (EID)—
http://www.cdc.gov/ncidod/EID/eid.htm
Morbidity and Mortality Weekly Report (MMWR)—
http://www.cdc.gov/epo/mmwr/mmwr.html

FOOD AND DRUG ADMINISTRATION (FDA) *http://www.fda.gov*

Protects the health of the nation against impure and unsafe foods, drugs and cosmetics, and other potential hazards. Works to develop an AIDS vaccine and AIDS diagnostic tests, and conducts other AIDS-related activities; develops and administers programs with regard to the safety, effectiveness, and labeling of all drug products and all medical devices for human use; develops and administers programs with regard to the safety, composition, quality (including nutrition), and labeling of foods, food additives, colors, and cosmetics; develops and administers programs with regard to the safety and effectiveness of animal drugs, feeds, feed additives, veterinary medical devices (medical devices for animal use), and other veterinary medical products.

FDA is composed of six centers:

1. Center for Biologics Evaluation and Research—*http://www.fda.gov/cber/*
2. Center for Devices and Radiological Health—*http://www.fda.gov/cdr*
3. Center for Drug Evaluation and Research—*http://www.fda.gov/cder/*
4. Center for Food Safety and Applied Nutrition -*http://vm.cfsan.fda.gov/index.html*

Foodborne Pathogenic Microorganisms and Natural Toxins (The Bad Bug Book)—
http://vm.cfsan.fda.gov/~mow/intro.html

National Food Safety Initiative—
http://vm.cfsan.fda.gov/~dms/fs-toc.html

5. Center for Veterinary Medicine—*http://www.fda.gov/cvm*
6. National Center for Toxicological Research—*http://www.fda.gov/nctr*

HEALTH CARE FINANCING ADMINISTRATION (HCFA)
http://www.hcfa.gov

Provides under one administration the oversight of the Medicare program, the federal portion of the Medicaid program, and related quality assurance activities.

HEALTH RESOURCES AND SERVICES ADMINISTRATION (HRSA)
http://www.hrsa.dhhs.gov

The HRSA is the principal primary health care service agency of the Federal Government. Its mission is to make essential primary care services accessible to the poor, uninsured, and geographically isolated-populations severely under served by the private health care system.

INDIAN HEALTH SERVICE (IHS)
http://www.tucson.ihs.gov

The Service provides a comprehensive health services delivery system for American Indians and Alaska Natives, with opportunity for maximum tribal involvement, in developing and managing programs to meet their health needs. Assists Indian tribes in developing their health programs; facilitates and assists Indian tribes in coordinating health planning, in obtaining and utilizing health resources available through Federal, State, and local programs, in operating comprehensive health programs, and in health program evaluation.

NATIONAL INSTITUTES OF HEALTH (NIH) *http://www.nih.gov*

The principal biomedical research agency of the Federal Government tasked to employ science in the pursuit of knowledge to improve human health conditions. It supports biomedical and behavioral research domestically and abroad, conducts research in its own laboratories and clinics, trains promising young researchers, and promotes acquiring and distributing medical knowledge.

NIH is Comprised of 24 separate Institutes, Centers, and Divisions

1. National Cancer Institute (NCI)	*http://www.nci.nih.gov*
2. National Eye Institute (NEI)	*http://www.nei.nih.gov*
3. National Heart, Lung, and Blood Institute (NHBLI)	*http://www.nhlbi.nih.gov/nhlbi/nhlbi.htm*
4. National Human Genome Research Institute (NHGRI)	*http://www.nhgri.nih.gov*
5. National Institute on Aging (NIA)	*http://www.nih.gov/nia*
6. National Institute of Alcohol Abuse and Alcoholism (NIAAA	*http://www.niaaa.nih.gov*
7. National Institute of Allergy and Infectious Diseases (NIAID)	*http://www.niaid.nih.gov*
8. National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)	*www.nih.gov/niams*
9. National Institute of Child Health and Human Development (NICHD)	*http://www.nih.gov/nichd/*
10. National Institute on Deafness and Other Communication Disorders (NIDCD)	*http://www.nih.gov/nidcd*
11. National Institute of Dental Research (NIDR)	*http://www.nidr.nih.gov*
12. National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)	*http://www.niddk.nih.gov*
13. National Institute on Drug Abuse (NIDA)	*http://www.nida.nih.gov*
14. National Institute of Environmental Health Sciences (NIEHS)	*http://www.niehs.nih.gov/*
15. National Institute of General Medical Sciences (NIGMS)	*http://www.nih.gov/nigms*
16. National Institute of Mental Health (NIMH)	*http://www.nimh.nih.gov*
17. National Institute of Neurological Disorders and Stroke (NINDS)	*http://www.ninds.nih.gov*
18. National Institute of Nursing Research (NINR)	*http://www.nih.gov/ninr*
19. National Library of Medicine (NLM)	*http://www.nlm.nih.gov*
20. National Center for Research Resources (NCRR)	*http://www.ncrr.nih.gov*
21. Fogarty International Center (FIC)	*http://www.nih.gov/fic*
22. Warren Grant Magnuson Clinical Center (CC)	*http://www.cc.nih.gov*
23. Division of Computer Research and Technology (DCRT)	*http://www.dcrt.nih.gov/*
24. Division of Research Grants (DRG)	*http://www.drg.nih.gov*

The following NIH Journals are available:

Environmental Health Perspectives (EHP)
http://ehpnet1.niehs.nih.gov/docs journals.htm

Journal of the National Cancer Institute
http://cancernet.nci.nih.gov/jnci/ jncihome.htm

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA) *http://www.samhsa.gov*

Provides national leadership to ensure that knowledge, based on science and state-of-the-art practice, is effectively used for the prevention and treatment of addictive and mental disorders. It strives to improve access and reduce barriers to high-quality, effective programs and services for individuals who suffer from or are at risk for these disorders, as well as for their families and communities.

OTHER FEDERAL GOVERNMENT AGENCIES

FEDERAL INTERAGENCY COUNCIL ON STATISTICAL POLICY
http://www.fedstats.gov/programs health.html

One stop shopping for federal (health) statistics

THE DEPARTMENT OF AGRICULTURE (USDA) *http://www.usda.gov*

The USDA works to improve and maintain farm income and to develop and expand markets abroad for agricultural products. The Department helps to curb and to cure poverty, hunger, and malnutrition. It works to enhance the environment and to maintain production capacity by helping landowners protect the soil, water, forests, and other natural resources. Rural development, credit, and conservation programs are key resources for carrying out national growth policies. Department research findings directly or indirectly benefit all Americans. The Department, through inspection and grading services, safeguards and ensures standards of quality in the daily food supply.

NATIONAL AGRICULTURAL LIBRARY (NAL) *http://www.nalusda.gov/*

The NAL, part of the Agricultural Research Service of the U.S. Department of Agriculture, is one of four National Libraries in the United States. NAL is a major international source for agriculture and related information. This Web site provides access to NAL's many resources and a gateway to its associated institutions.

NATIONAL DRINKING WATER CLEARINGHOUSE (NDWC)
http://www.estd.wvu.edu/ndwc/NDWC_homepage.html

The NDWC was established in 1991 at West Virginia University (WVU) to develop and maintain services and information related to small community drinking water systems. Funded by the U.S. Department of Agriculture's Rural Utilities Service, the NDWC is an extension of that organization's commitment to provide technical assistance to America's rural water facilities.

U.S. CONSUMER PRODUCT SAFETY COMMISSION (CPSC) *http://www.cpsc.gov*

The CPSC is an independent federal regulatory agency that was created to "protect the public against unreasonable risks of injuries and deaths associated with consumer products." The CPSC works to reduce the risk of injuries and deaths from about 15,000 types consumer products, from automatic-drip coffee makers to toys to lawn mowers by: (1) developing voluntary standards with industry; (2) Issuing and enforcing mandatory standards, banning consumer products if no feasible standard would adequately protect the public; (3)

obtaining the recall of products or arranging for their repair; (4) conducting research on potential product hazards informing and educating consumers through the media, state and local governments, private organizations; and, (5) by responding to consumer inquiries.

U.S. FISH AND WILDLIFE SERVICE
http://www.fws.gov

The mission of the U.S. Fish and Wildlife Service is working with others to conserve, protect, and enhance fish and wildlife and their habitats for the continuing benefit of the American people.

OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION (OSHA)
http://www.osha.gov

The mission of OSHA is to save lives, prevent injuries and protect the health of America's workers.

ENVIRONMENTAL PROTECTION AGENCY (EPA) *http://www.epa.gov*

The mission of the EPA is to protect human health and to safeguard the natural environment—air, water, and land—upon which life depends.

STATE AND LOCAL HEALTH DEPARTMENTS

ASSOCIATION OF STATE AND TERRITORIAL HEALTH OFFICIALS (ASTHO) *http://www.astho.org/html/state_health_agencies_on_the_web.html*

ASTHO is a non-profit association that represents the public health agencies of each of the U.S. states and territories and they provide a homepage of State and Territorial Agencies, which contains links to over 40 state health departments.

NATIONAL ASSOCIATION OF COUNTY AND CITY HEALTH OFFICIALS (NACCHO) *www.naccho.org*

NACCHO is a nonprofit membership organization serving all of the nearly 3,000 local health departments nationwide—in cities, counties, townships, and districts. NACCHO provides education, information, research, and technical assistance to local health departments and facilitates partnerships among local, state, and federal agencies in order to promote and strengthen public health.

PUBLIC LIBRARIES

NEW YORK PUBLIC LIBRARY—NOAH
http://www.nypl.org/branch/noah.html

NOAH (New York Online Access to Health) is a pilot project funded by the U.S. Department of Commerce's National Telecommunications and Information Administration (NTIA) and matching grants. Partners in this project are the City University of New York, the New York Metropolitan Reference and Research Library Agency, The New York Academy of Medicine, and The New York Public Library. NOAH is a guide in English and Spanish to the latest health information and resources from volunteer and local governmental agencies, and from other health sites on the Internet. NOAH currently focuses on thirteen main health topics: aging, AIDS, alternative medicine, cancer, diabetes, healthy living, heart disease and stroke, mental health, nutrition, personal health, pregnancy, sexuality, sexually transmitted diseases, and tuberculosis.

BALTIMORE COUNTRY PUBLIC LIBRARY (BCPL)
http://www.bcpl.lib.md.us/centers/health/health.html

BCPL contains links to local medical facilities and health programs, general health information and a section, 'Your Body From Head to Toe@,' which includes internet resources for a variety of specific health topics including caregivers' resources, children's health, dental information, drug information, and news, books and articles.

THE DETROIT COMMUNITY AIDS LIBRARY (DCAL)
http://www.libraries.wayne.edu/dcal/aids.html

DCAL, funded by the National Library of Medicine, is a partnership among hospital, academic and public libraries to provide complete and up-to-date information on HIV and AIDS. Located in the Technology and Science Department at Detroit Public Library, Main Library, DCAL provides access to a computer-based network of resources, including community resources for HIV/AIDS affected persons, caregivers and others. Librarians are sensitive to the needs of those seeking information on HIV/AIDS.

NEWS SOURCES

REUTERS HEALTH INFORMATION SERVICES *http://www.reutershealth.com*

Reuters Health Information Inc. (RHI), a wholly-owned subsidiary of Reuters Group PLC, produces the premiere health and medical global daily news services that keep both professionals and consumers abreast of breaking news stories in healthcare. RHI meets the needs of both institutions and individuals by offering the opportunity to license the consumer and professional news and to subscribe to these services via the web site.

CNN Health *www.cnn.com/HEALTH*

Provides current news on health related issues and maintains a database with more in-depth information on selected topics.

YOUR HEALTH DAILY: The New York Times Syndicate *http://nytsyn.com/live/Lead*

Timely, in-depth articles on a variety of health news topics, written for general readers and health professionals. News partners include the authoritative Medical Tribune News Service and leading daily newspapers.

ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

AMERICAN MEDICAL ASSOCIATION
http://www.ama-assn.org
A organization for physicians, the AMA strives to serve as the voice of the American medical profession.

AMERICAN PUBLIC HEALTH ASSOCIATION (APHA)
http://www.apha.org/

The APHA is the oldest and largest organization of public health professionals in the world, representing more than 50,000 members from over 50 occupations of public health. APHA is concerned with a broad set of issues affecting personal and environmental health, including federal and state funding for health programs, pollution control, programs and policies related to chronic and infectious diseases, a smoke-free society by the year 2000, and professional education in public health.

AMERICAN RED CROSS (ARC)
http://www.crossnet.org

The American Red Cross provides relief to victims of disasters and helps people prevent, prepare for, and respond to emergencies. Services include assistance in the following areas: Armed Forces Emergency Services, biomedical, disaster, health & safety, international, youth involvement, and volunteering.

NATIONAL MEDICAL ASSOCIATION (NMA) *http://www.nmanet.org*

The NMA is the collective voice of African American physicians and the leading force for parity and justice in medicine and the elimination of disparities in health.

PAN AMERICAN HEALTH ORGANIZATION (PAHO)
http://www.paho.org

The PAHO is an international public health agency with more than 90 years of experience in working to improve health and living standards of the countries of the Americas. It serves as the specialized organization for health of the Inter-American System. It also serves as the regional office for the Americas of the World Health Organization and enjoys international recognition as part of the United Nations system.

WORLD HEALTH ORGANIZATION (WHO) *http://www.who.ch*

The objective of WHO is the attainment by all peoples of the highest possible level of health. Health, as defined in the WHO Constitution, is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. In support of its main objective, some functions of WHO include: directing and coordinating on international health work; assisting governments, upon request, in strengthening health services; promoting improved standards of teaching and training in the health, medical and related professions; establishing and stimulating the establishment of international standards for biological, pharmaceutical and similar products; and, to standardize diagnostic procedures.

UNIVERSITY RESOURCES

UNIVERSITY OF CALIFORNIA- Berkeley
Public Health Resources on the Internet
http://www.lib.berkeley.edu/PUBL/internet.html

This site is produced by the Public Health Library, University of California, Berkeley and contains public health resources.

UNIVERSITY OF IOWA - Virtual Hospital
http://vh.radiology.uiowa.edu/

The Virtual Hospital (VH) is a project of the Electric Differential Multimedia Laboratory, Department of Radiology, University of Iowa College of Medicine. It is a continuously updated digital health sciences library stored on computers and available over high speed networks 24 hours a day. The VH provides invaluable patient care support and distance learning to practicing physicians and other healthcare professionals. Its Iowa Health Book provides information to the general public on a variety of health issues.

UNIVERSITY OF MICHIGAN-
HealthWeb: Public Health
http://www.lib.umich.edu/hw/public.health.html

This page is a collaborative effort between the Public Health Library, the School of Public Health, and the HealthWeb project. Organized by topic, there are links to organizations, electronic publications, research and educational resources.

UNIVERSITY OF NORTH CAROLINA LITERATURE EXCHANGE (UNCLE)
http://www.uncle.unc.edu

UNCLE is a collaborative project between the Health Sciences Library (HSL) and the Office of Information Systems (OIS) in the School of Medicine at the University of North Carolina at Chapel Hill. They have collaborated to create a presentation of health information resources on the World Wide Web (WWW). The resources include indexes and abstracts, journals, organizations, catalogs and directories, drug information, general reference, clinical resources, guidelines, fulltext resources, patient and consumer sites, and career, grants and education sites.

UNIVERSITY OF WASHINGTON-
HealthLinks
http://www.hslib.washington.edu/

HealthLinks is an evolving web site for the University of Washington Health Sciences Center created and maintained by the Integrated Advanced Information Management System (IAIMS) Program and the Health Sciences Libraries. Its purpose is to consolidate and distribute electronic information and to link to selected information available over the Internet to assist health sciences faculty, staff and students in their education, research, clinical and public service missions.

CONSUMER HEALTH INFORMATION WEB SITES (HHS)[4]

HEALTHFINDER
http://www.healthfinder.gov

A gateway site to help consumers find health and human services information quickly. HEALTHFINDER includes links to more than 1,250 Web sites, including more than 250 federal sites and 1,000 state, local, not-for-profit, university and other consumer health resources. Topics are organized in a subject index. With more than 7 million hits in its first two months of operations, HEALTHFINDER is currently rated fifth among consumers' favorite Web sites on the "Web 100" list.

MEDLINE
http://www.nlm.nih.gov/databases/freemedl.html

The world's most extensive collection of published medical information, coordinated by the National Library of Medicine. Originally designed primarily for health professionals and researchers, MEDLINE is also valuable for students and for those seeking more specific information about health conditions, research and treatment. **Free** access to MEDLINE was initiated June 26, 1997.

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[4] *HHS Fact Sheet*, Department of Health and Human Services. Washington, DC: U.S. Depart of Health and Human Services. July 08, 1997

NIH HEALTH INFORMATION PAGE
http://www.nih.gov/health

Provides a single access point to the consumer health information resources of the National Institutes of Health, including the NIH Health Information Index, NIH publications and clearinghouses and the Combined Health Information Database.

CANCERNET *http://cancernet.nci.nih.gov*

Provides up-to-date, accurate medical information on cancer. Also contains a directory of genetic counselors, physicians, geneticists and nurses who have expertise in counseling about familial risk and genetic testing for cancer. More cancer information is also available from the NIH/National Cancer Institute

MAMMOGRAPHY
http://www.fda.gov/cdrh/faclist.html

Listing of facilities providing mammography which are certified by the Food and Drug Administration as meeting baseline quality standards. The list is searchable by area or zip code.

IMMUNIZATION
http://www.cdc.gov/nip/home.htm

Answers frequently asked questions about childhood immunization, including current recommendations on what shots children need and when.

TRAVELER'S INFORMATION
http://www.cdc.gov/travel/travel.htm

Provides international travelers with current information on disease outbreaks and health issues. Includes information on recommended vaccinations, and links to CDC's Vessel Sanitation Program for sanitation inspections on international cruise ships.

TREATMENT FINDINGS
http://www.ahcpr.gov

HHS' Agency for Health Care Policy and Research provides data to help consumers make informed health care decisions about specific health conditions, prescriptions and other treatment issues. The site offers research results on what has been found to work best.

SUBSTANCE ABUSE
http://www.samhsa.gov

Information about substance abuse treatment and prevention. In addition, the National Clearinghouse for Alcohol and Drug Information is found at *http://www.health.org* and background on research is available from the National Institute on Drug Abuse *http://www.nida.nih.gov* and the National Institute on Alcohol Abuse and Alcoholism *http://www.niaaa.nih.gov*

AGING *http://www.nih.gov/nia*

Information from the National Institute on Aging regarding a wide range of topics, from specific diseases or health conditions to treatments and research. In addition, specific information from NIA about Alzheimers Disease is available (*http://www.alzheimers.org/adear*) Information about aging services and care is available from HHS' Administration on Aging *http://www.aoa.dhhs.gov/elderpage.html*, and information about Medicare is available from HHS' Health Care Financing Administration *http://www.hcfa.gov*.

HIV/AIDS
http://www.cdcnac.org/

The CDC National AIDS Clearinghouse's services are designed to facilitate the sharing of HIV/AIDS and STD resources and information about education and prevention, published materials, and research findings, as well as news about related trends. The CDC National AIDS Clearinghouse is a service of the Centers for Disease Control and Prevention. Selected information is also available in Spanish.

HEALTH HOTLINES
http://sis.nlm.nih.gov/hotlines

A National Library of Medicine database containing descriptions of over 17,000 health-related organizations operating toll-free telephone services. Organizations fall into many categories including Federal, State, and local government agencies, information and referral centers, professional societies, support groups and voluntary associations. The database also includes information on services and publications available in Spanish.[1]

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[1] Each website listed in the article is a reference. Note: The inclusion of a non-government organization in this publication does not constitute a recommendation or endorsement by the federal government or the author. The electronic HTML file of the sites identified in this paper and other health related sites are available by contacting the author at jrl3@cdc.gov or by visiting the site on the World Wide Web.

Making Global Connections in Library and Information Science Education

The Need for the Recruitment of African American Librarians

E. J. Josey

Introduction

Twenty years ago a colleague of mine, a librarian by the name of Kenneth E. Peoples, Jr., and I published the first book which dealt exclusively with the recruitment of minorities to the library profession in America. In the introduction we indicated that

> The history of nonwhites in America has been essentially that of struggle for survival in a hostile society against a racist white culture. The brutal chronicle of attempted extermination, slavery, segregation and discrimination is well documented in myriad sources throughout the country. In spite of this wealth of information on the plight of nonwhites, including the vast outpourings of the last decade by the victims themselves, little change has taken place in their condition in American society. Minorities still suffer from the crippling disease of racism and its malignant attendant discrimination. One of the areas where this is distressingly evident continues to be the job market. The failure to provide equal job opportunities for minorities is the chief cause of their low position in the economic system. Although the library profession has paid lip service to the recruitment of minorities, there has been no real commitment. Moreover, the relatively small number of minority librarians who are in the profession have not achieved upward mobility largely because of discriminatory policies. In fact, a disproportionate number of minority librarians have been laid off or threatened with layoffs as a result of current budgetary cutbacks. For this reason, the proverbial "last hired, first fired" has been a painful reality for many minorities.
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> Study after study, survey after survey clearly demonstrate the failure of the library profession to recruit minorities. The African American, Mexican American, Native American, Puerto Rican American, and Asian American are sorely underrepresented in the profession.[1]

While the foregoing comments were written twenty years ago, it sounds as through we were really talking about 1997 rather than 1977 when these words were published. Not much has changed regarding having a strong commitment to the recruitment of minorities to the profession. It is true that the American Library Association recently spawned an initiative called The Spectrum, before the

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spectrum could really be inaugurated, the 1½ million dollars that have been promised was quickly taken away and a smaller amount of money has been put forth for a program that is desperately needed if we are going to provide people in libraries who will represent the kind of multicultural population that we have in our American society.

Increasing Minorities in Libraries and Information Science Programs

I would be the first this morning to indicate that we do not have enough minorities who are working in all of our libraries—academic, public, school and special. It is true that we do not have enough minorities completing our ALA accredited library education programs in the country. But, we must do something about this terrible state of affairs. During the 1994-95 academic year a total of 4991 persons completed the ALA accredited masters degree. Of this number, ladies and gentlemen, there were only 535 minorities. Blacks constituted 4.21 percent. American Indians 0.16 percent, Asian-Pacific 3.37 percent and Latino Americans 2.12 percent. We must do something about the small numbers of persons of color who are graduating from the ALA accredited library and information science programs.

ALA immediate past president, Betty Turock, had a presidential diversity agenda, and Elizabeth Martinez reported that "the Executive Board made a bold move at its Fall 1996 meeting and requested a proposal from the Executive Director to use up to 1.5 million dollars of its undesignated Future Fund for a diversity initiative intended to increase the representation of professionals of color."[2] The Board directed Ms. Martinez and her staff to develop a proposal to use the proposed 1.5 million dollars to increase library graduates from ALA accredited library schools. The Executive Director developed the initiative called the 21st Century Spectrum. Those of us who were invited by the Executive Director to review and discuss the proposal at the 1997 Midwinter meeting in Washington felt that finally the American Library Association was embarking on a new era, for we have been trying to urge the Association since 1970 to take a bold step in this direction. By the end of the midwinter week, the Executive Board began to question the feasibility of the project. I must say that we were fearful that nothing would be done, but at the 1997 annual conference in San Francisco, I am pleased to say that the Board did support a water downed proposal that will not provide the 1.5 million dollars that we had hoped but a smaller sum. And of course there were those in the Association who began nitpicking indicating that we should not use the endowment for this kind of spending. My question is what are endowments for? Shouldn't the American Library Association be interested in investing in the future, investing in having representatives in our profession who will look like the people who will be populating our cities and our towns and using our libraries?

How are we going to educate a new cadre of people to ensure that our libraries will be gateways to the national information infrastructure? How are we going to ensure that people who have no other access except through libraries have access to the national information highway?

Why do minorities need a helping hand to attend library school? Senator Paul Wellstone reminds us recently in his essay, "If Poverty is the Question," that minorities are poorer then the rest of America; 29.3 percent of African Americans and 30.3 percent of Hispanics were classified as poor in 1995."[3]

We were reminded also by Elizabeth Martinez that "there are a few clues why people of color are not represented in our profession. Many of them mirror societal ills such as racism and prejudice. Others are reflective of educational and financial barriers.... [4]

I have heard some of my colleagues in the profession, and these are distinguished library and information professionals, who say some of the darnedest things. Let me give you an example. They will say that minorities aren't interested in librarianship primarily because the salaries are too low. Now ever since I have been at the University of Pittsburgh (Pitt) for the last 11 years, I have been very successful in recruiting minorities all across the southland. Minorities have never told me that they felt that the salaries were too low. As a matter of fact many of the students that I have recruited and brought to Pitt never did begin to discuss salary but they were concerned about what kind of service they could render in terms of providing information to their people in all kinds of library and information settings. They were not concerned about salary. They were anxious to go to graduate school and of course they always ask about the possibility of funding available, for many of them have come from poor socioeconomic backgrounds and have spent all of their money and received all kinds of loans to complete their undergraduate work and are unable to fund the graduate program in library school personally. No, they are not that concerned about salaries but they are concerned about the opportunity to attend graduate school and I have not had anyone to turn me down because they were concerned about poor salaries. If you have not been out in the field to recruit I urge you to have the experience to visit our historically black colleges and universities and find some of the bright young minds who are there today, and they are interested in our field and if you can help them obtain a financial package to attend library school, you will have no difficulty in recruiting them to your library program. I guarantee this to you.

Minority Librarians are Needed for Diversity Programs

We need to strengthen our staff in all of the libraries in the country. If you took a survey of all types of libraries in the country you will find that there are small numbers of minorities or no minorities on staff. If the library staff and library administrators truly want diversity it can be achieved. In the development of diversity programs I must urge you to not be fearful of those persons who would begin to throw cold water on your efforts to recruit minorities. Don't be fearful of the kinds of code words that will be thrown at you, because you are working hard towards achieving cultural diversity in your library and/or in your academic institution. There will be some who will come forth and call you "politically correct." It seems that there are people who will throw words around to hold back progress. It was Ron Mason of Tulane University, who commented on political correctness when he said, "I think it is a clever tactic used by the forces of reaction. They throw a lot of different concepts around, some which are extremes and give them a name that plays on the fears and ignorance of the masses." Dr. Mary Hoover of San Francisco State University, in her comments regarding political correctness says, "it is a semantic trick to make society think that people of color are word fascists.... Malcolm X referred to something called "trick logic," the police would brutally beat a man, similar to the Rodney King incident, and then arrest the person for resisting arrest. That is what is going on with the whole political correctness debate.

One of the new buzz words sweeping corporate America is "managing diversity. This concern with diversity comes from the simple demographic fact that white males have become a minority in the work force, and their share of jobs will shrink further as most new workforce entrants are women, Hispanic Americans, African Americans, Native Americans, and Asian Americans.

While there may be a positive movement in the general work force, paraphrasing Robert Frost, we have miles to go before we go to sleep on diversity in the libraries of our nation. Of the 119 members of the Association of Research Libraries, there are only three African American directors: James F. Williams, III, Dean of Libraries at the University of Colorado, Robert Wedgeworth, University Librarian of Illinois at Urbana, and Emily Mobley, Dean of Libraries at Purdue University. There are two Asians: Hwa-Wei Lee, Dean of Libraries, Ohio University and Sul H. Lee, Dean of University Libraries at the University of Oklahoma Libraries. There is only one Hispanic and that is Camila Alire, who became the Dean of Libraries at Colorado State University, Fort Collins this past spring. There are 46 women directors of ARL Libraries. Of these 46 only 2 identify themselves as persons of color. When we move to the ethnic institutions of higher education, for example, the historically black colleges, the tribal colleges, the number of directors and deans of libraries increase significantly. My friend Benjamin Wakashige of Texas A&M University Library of Corpus Christi and I have discovered that Asian librarians suffer the same glass ceiling similar to the other underrepresented minorities in academic libraries. Public libraries are the libraries that we say represent the first port of call for information in our country. There are only 9 African American males, and only 19 African American women serving as directors of the 15,000 public libraries of the country, a total of only 28 blacks serving as directors of public libraries.

In order to obtain the people to run their businesses companies must aggressively recruit, train and promote minority workers and managers. John Jacobs, the former president of the National Urban League had said, "when managers are as accountable for achieving diversity as they are for achieving production goals, half the battle is won." The American society has a long ways to go to achieve cultural diversity in higher education, in libraries, in business and in many areas of American life. One of the positive points that can be made this morning is that steps are now being taken towards cultural diversity, while in terms of diversifying all libraries there is much to be done before the year 2000.

It may be difficult for you to continue to believe in diversity and believe that libraries are sincere in their efforts to recruit when we have had so many mean spirited people in our society, who have worked towards the destruction of Affirmative Action. In these times, most of us have almost lost the faith. We need a leader who can "lift our aspirations."

Former governor Mario Cuomo, of New York, in an address to the American College of Trial Lawyers, said "we need something real to believe in, to hold on to. Something deeper, stronger, grander, that can help us deal with our problems by making us better than we are—instead of meaner. That can lift our aspirations instead of lower them."

Recruitment of minorities is essential if nonwhites and people of color are going to be part of the library and information profession. We must do the recruitment of people of color for racism is alive and well. John Dovidio reminds us that

We should not delude ourselves, however, into thinking that equality has been achieved, that equity is now guaranteed, or that our society is beyond bias—regardless of court rulings and other actions hostile to affirmative action. Racism is not a problem that will go away on its own if we ignore it, as more than 200 years of history prove. Proponents of affirmative action must work aggressively to find ways to get scholars' research data before the courts, because it is clear that we still need to combat racism actively and self-consciously. Good intentions alone are not sufficient to guarantee equality. Affirmative action is not a perfect solution, but it is still needed.[5]

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[1] E. J. Josey and Kenneth E. Peeples, Jr. Opportunities for Minorities in Librarianship (Metuchen, N.J. 1977) p. vii.

[2] Elizabeth Martinez. "Diversity: The 21st Century Spectrum," American Libraries (March, 1997) p. 32.

[3] Paul Wellstone. "If Poverty is the Question," The Nation (April 14, 1997) p. 15.

[4] Martinez. p. 32.

[5] John Dovidio. "Aversive Racism and the Need for Affirmative Action," The Chronicle of Higher Education (July 25, 1997) p. A60.

Making Global Connections in Collection Development and Archives

Another Frontier: Archival Pioneers at Historically Black Colleges and Universities Focus—
South Carolina State University Historical Collection

Lela Johnson Sewell

Archives can be defined as:

> The non current records of an organization or institution preserved because of their continuing value; the term "archival records" or "archival materials" signifies any physical medium which is employed to transmit information, such as paper, film, photographs, audio or videotape, computer tapes or disks, etc.[1]

The Responsibility

A people without the knowledge of their history is like a tree without roots.
Marcus Garvey

Archivists at historically Black colleges and universities (HBCUs) are served with a unique and challenging opportunity which constitutes the establishment and implementation of archival programs that coincide with the previously stated definition. While fulfilling these responsibilities, these archivists simultaneously respond to the obligation of educating a world community on the rich tradition of the North American members of the African Diaspora. As archivists, we are not only responsible for the preservation of these collections, but for their accessibility. As we maintain the historical integrity of our individual institutions, we are not only expected to promote their perpetuity as an entity that will affect the institution, but as a component which may ultimately effect those who may never visit our institutions. Some may view these responsibilities as overwhelming. This stance is completely justifiable. Professional experiences demonstrate that these responsibilities cross institutional boundaries. Armed with sincere ambitions, and theoretical and professional knowledge toward our obligations, we rise to the challenge as we enter 'Another Frontier As Archival Pioneers At Historically Black Colleges And Universities.'

The following paper addresses archival issues encountered by the Coordinator/Archivist of the South Carolina State University (SCSU) Historical Collection (historical collection). The issues to be addressed are as follows: collection control (intellectual and physical), university and community collection usage, and

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collection perpetuity. The purpose of this paper is to share the accomplishments and goals of the historical collection to encourage dialogue and solutions to current and future obstacles.

As graduate students concentrating on archival management, we were educated on the principles of provenance, arrangement and description. We learn how to apply theoretical knowledge through internships performed with previously established archival programs with mission statements and collection policies. Professional education begins when we are introduced to the university archives which may consist of a room full of record storage boxes (hopefully archival), and a developing mission statement. The mission statement is to serve as the primary document to regulate collection control. While sitting among the boxes and *free floating material*, we think back to our Introduction to Archival Management course and we hear a voice echoing, "The first and foremost fundamental element of an academic archives is a clear statement of purpose."[2] Fortunately, the SCSU historical collection has such a developing mission statement entitled, 'Institutional Statement' (Statement) which reads as follows:

> The South Carolina State University Historical Collection is a developing collection of historical materials about the university. It began in 1975, a project under the administration of the Miller F. Whittaker library staff. The South Carolina State University Historical Committee was appointed by the dean of library and information services with members of the library staff serving in that capacity. The committee organized materials and staff members were assigned to work in the collection when time permitted. This pattern continues to the present.
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> The main objective of the Historical Collection is to collect, organize, and preserve materials that are pertinent to the university. The collection, donated by alumni, faculty, friends, and relatives, includes annual reports, correspondence, speeches, brochures, books, newspapers, photographs, college clippings, programs, oral history tapes, theses, and dissertations written by students, faculty, and alumni. Specialized artifacts include memorabilia of the University presidents and South Carolina history.[3]

Acknowledgment of this document may create a perception that collection control should be easily obtainable. Unfortunately that is not the case. Remember those previously mentioned boxes and free floating materials, more than a few do not fall within the scope of the developing mission statement.[4] In addition to this issue, another dilemma prevails. To the archivist's best knowledge, this 'Statement' is not University sanctioned (Board approved). Since the inception of the 'Statement,' perceived to be written circa 1991, the collection has acquired a full time archivist to fortify the unstable mission statement, as well as organize a 22-year old formally non-managed historical collection. Progress is being made towards gaining collection control, and will not be hindered due to the temporary lack of a University sanctioned mission statement (as academic instruction would have one to think). The archivist of the SCSU historical collection is successively putting in place components to reestablish intellectual as well as physical collection control as the mission statement continues to be developed.[5]

Initially, time was taken to become educated on the contents of the boxed records; this process was performed without the assistance of finding aids. Next, the accession log process was redeveloped so that all new accessions, as well as floating materials that are in line with the developing mission statement, could be integrated into the collection. When faced with non-collection related materials, as well as an overwhelming amount of duplication, the process of de-accessioning is applied. The archivist was immediately informed, by those involved with the construction of the collection, that 'de-accessioning' is a bad word when referring to the SCSU historical collection. Yet, archival education and experience obligates the performance of such duties in order to avoid pack rat syndrome. As a state agency we do not perform the de-accessioning of materials that are not the property of the collection.[6] Intellectual control has also been strengthened through the creation of collection management forms. A few examples of the forms that have been implemented are as follows:

1. Accession Register
2. Collection Usage Form
3. Daily Reference Record
4. Photocopy/Photo Reproduction Order Form
5. In House Collection Usage Log

Currently, a donation letter is being created so that donors are fully knowledgeable of the conditions of their donations.[7] The SCSU historical collection has recently received intensified attention through the assistance of three student workers.[8] The student workers have created shelf lists, general box lists, and, under archival supervision, applied elementary preservation techniques to endangered collection materials. One of the most gratifying accomplishments for the students has been finding a home for floating materials.

As we know intellectual control is virtually impossible without physical control.[9] The Miller F. Whittaker Library (SCSU library) has progressively gained physical control of previously donated or deposited materials and collections for the SCSU historical collection. All components that make up the collection are housed within the SCSU library. The vast majority of the collection is housed within two rooms designated specifically for the collection. Other portions of the collection can be found in locked rooms within the university library. The segregation of the collection is due to space constraints or simply the lack of space. Even though the collection is physically tangible, the majority of the collection exists without the assistance of finding aids.[10] The intellectual and physical control of the historical collection is threatened by reoccurring issues such as the lack of environmental control and the lack of an external security system (all collection materials are maintained in rooms with lockable doors). University administrators have been informed of the need for a proper facility in which to house the collection so as to decrease deterioration. Presently, the collection is housed in air conditioned rooms, but the rooms do not have separate unit controls that allow for temperature regulation in the individual rooms.[11] As a result of the library being constructed of brick, one can image the drastic changes in atmosphere when the air conditioning unit is not functioning. The historical collection has received a commitment to support the trek through other frontiers of archival issues through the employment of a professional archivist. Now the time has come for all supportive parties to stand firmly beside there promises.

The use of the historical collection by University and community users can determine the potential use of the collection. As archivists we must ask ourselves, can we justify the perpetuity of these collections if no one finds it useful as a tool for scholarly research or the promotion of such research? Fortunately, the SCSU historical collection receives ample use. Unfortunately, there have been times when that use was not regulated, resulting in the loss of collection possessions. These actions have not hindered members of the University, local, regional, or national communities from utilizing the collections. As archivists, we are responsible for the implementation of outreach programs that encompass the following components:

1. Encourage direct and indirect use of the archives;
2. Educate persons outside the archives about the phenomena documented in the archives;
3. Demonstrate the usefulness of the archival information for understanding the past and present; and,
4. Communicate information and insights from specific archival holdings.[12]

Recent experiences have identified selected groups as heavy users of the collection such as donors, University and community leaders. The collection resources which supply primary documentation are in urgent need of finding aids so that materials are used to their fullest potential.[13] Hopefully, those who use the collection heavily will assist in the promotion of outreach programs. Through the implementation of a University recognized collection policy, as well as the continued application of collection management policies which regulate donation and collection usage, outreach programs can be reinforced through the verbal support of educated users. These policies and programs set the stage for our philosophy towards collection perpetuity.

As archivists at HBCUs we must project attainable goals to insure archival perpetuity. As archival professionals, we are expected to combat issues of policy, space and funding. As archivists at HBCUs we are additionally confronted with personalities which distinguish us from other university archives. As African American professionals at institutions of higher learning we bring with us personal experiences that link us together in mission; however, these experiences may also serve as obstacles when choosing a route in order to achieve the mission. The University, quite simply, needs to be on the same road when exploring archival perpetuity. As archivists we need to obtain university approved and mandated collection policies as well as secure concrete funding for archives. South Carolina State University has documented its support through approving an expansion of the library which will include a proper facility to house the historical collection. This expansion was approved prior to the employment of the archivist. Hopefully, this archival space will be environmentally controlled, secured with an alarm system, and have reading room facilities. A concrete archival budget would enable the creation of internship opportunities which would direct specific attention to the creation of intensely needed finding aids. Designated funding would also encourage the online application of archival MARC records available though entities such as OCLC (On Line Computer Library Center). The SCSU historical collection offers a special view towards its perpetuity as it not only retains the official papers of the University, but also personal and organizational papers of non University

related collections of African Americans in South Carolina. Considering these unique acquisitions, the historical collection could serve as an umbrella archive which houses a University, regional, heritage, and oral history archives pertaining to African Africans in South Carolina.

Admittedly these goals are vast, but with ample support and effort they are realistically obtainable. Through University and external support, the continued commitment to acquire, retain, and preserve the heritage of the African Diaspora present in North America through historically Black college and university archival programs is obtainable through collection control, usage and perpetuity. Pioneers, it is our responsibility to have our story told.

END NOTES

[1]Elizabeth Yakel, Starting an Archives (United States of American; Society of American Archivists and The Scarecrow Press, 1994), 1.

[2] William J. Maher, The Management of College and University Archives (United States of America: Society of American Archivists and The Scarecrow Press, 1992), 19.

[3] Miller F. Whittaker Library Staff, Institutional Statement", South Carolina State University Historical Collection, South Carolina State University, Orangeburg.

[4] Floating materials refer to records and/or artifacts that are not located in boxes or with in a filling system. Often floating materials are works unrelated to the historical collection.

[5] A university recognized mission statement for the historical collection is to be proposed after the implementation of the redeveloped university wide mission statement.

[6] Consider this my archival disclaimer! For a definition for deaccession refer to Yakel, *Archives*, 35.

[7] I would like to take this opportunity to extend special thanks to my fellow archivists namely: Gabrielle V. Michalek (University Archivist Carnegie Mellon University), Sherman Pyatt (Archivist, Avery Research Center for African American History and Culture) and Carter Cue (University Archivist, Winston-Salem State University). Thank you for your support (be it faxing polices or having a listening ear).

[8] A Special thank you to my student assistants: Tanisha Colter, Latoya Hardy, and Shaquanna Jones.

[9] A definition for physical control can be found in Yakel, *Archives*, 34.

[10] Dr. Barbara W. Jenkins, (recently retired Dean of Library and Information Service) retains some archival materials in her office which will be transferred in to the historical collection.

[11] The air conditioning unit has been on the brink several times this summer not allowing the collection to be in average temperature of 60 ^{0}-70 ^{0}F.

[12] Maher, College and University Archives, 316.

[13] The SCSU Historical Collection is at times referred to as the university's secret treasure. Finding aids would offer the collection higher visibility.

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UNPUBLISHED WORK

Staff, Miller F. Whittaker Library. "Institutional Statement". Orangeburg: South Carolina State University Historical Collection, c.1991

Keepers of the Culture: African American Special Collections

Lucious Edwards

INTRODUCTION

Over the years there has not been much attention given to the acquisition and preservation of potential research material produced by black Americans. Of the few early attempts to establish black repositories and historical societies, only a portion were successful.

Some of the early programs were at Howard, Fisk, and Tuskegee universities, and the Schomburg Center in New York. Because there was so much material to be preserved and so few centers, these early programs pursued broad development policies, not only reaching across state and subject lines, but national lines as well. Therefore, most black resource centers took on a different type of mission from the non-black historical societies, university archives and manuscript areas, which tended to have a more specialized approach. For years these black organizations have been in the forefront of black historical preservation, and in all senses of the word they are truly National Black Research Centers.

Over the years, these programs have provided some of the basic materials necessary to achieve balanced and objective studies concerning black Americans. However, they concentrated on the papers of the black 'elite,' both because the traditional non-black repositories were largely ignoring all black contributions, and because there were so few black repositories faced with such a large quantity of black research data.

Therefore, it should not have come as a surprise when at the 1981 meeting of the American Association for State and Local History, two leading black scholars took opposing views on the direction which further analysis of black Americans should take. In simple terms, one viewpoint held that blacks should continue to document the effects that racism and other external forces have had on the black community. The other view that we needed to learn more about was the dynamics and the structures of the black community itself. They did agree, however, on one important point— the need for more black primary sources. However, primary sources just do not 'pop up' on their own.

One potential new area of black primary research material can be found at the historically black state and private colleges and universities, most of which

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are located in the old south. Several of these schools have world famous, well-defined 'Special Collections.' The great majority, although they lack formal programs, possess many items of potentially valuable material or are in a unique position to create new, interesting and exciting research centers concentrating on locally-produced material.

As a result of the existing broad thrust underway at other national repositories, Virginia State University has and will pursue a more defined policy of development. The development program will be geared toward two areas. The first area is the University's manuscript holdings. These papers are made up from a number of separate sources. The second concerns the University's archives which date from 1883. These records have some of the greatest potential in areas other than purely administrative, such as black societal mobility.

The existence of a historically black academic institution in a community has provided a natural agency, sometimes the only feasible one, for a collection of information on the surrounding area. Over the years it may have served the purposes of a local black historical society, even if this was not a conscious goal.

Quite often most of the early student bodies came directly from within a fifty mile radius of the institution. Many returned home and became leaders in their communities. The archivist can usually make a good case for any records produced by a group headed by or greatly influenced by its graduates.

In addition to the papers which might be secured, prime attention should be paid to other non-material items as well: books, furniture, and especially photographs. The use of photographs in analyzing and interpreting history is new and carries great potential in the area of urban, social and cultural history. Photographs of both places and people from the surrounding area have tremendous value. Quite often these photos are the only visual proof of a particular point in the history of blacks in business or in residence. These are especially important in these days of historic renovation and the creation of historic districts.

In addition, most of these schools have acquired some material from their own faculty members. Most of these people never acquired national prominence due to the difficulty most blacks have had in the area of publications and the inability of the non-black academic structure to seriously recognize their scholarship. Quite often, many of these schools had faculty members who were engaged in research activities at the state or local level. Many of these people were engaged in the development of local black business and in the early struggle for voting rights.

Although the two areas of manuscripts and artifacts could be new and interesting areas for the historically black schools, the greatest potential lies in their own archives. One basic use of these archival records, as was implied earlier, involves tracing graduates back to their communities. Equally as important, early student records can show from where these students came. Combining these records with other data, such as census records and property tax records, often reveals something of the social structure of a local community. In addition, other items which have long been of interest to the sociologist and the historian involve solving the following questions:

- What were the male and female ratios among educated blacks?
- What were the proportions of lighter-skinned blacks as opposed to darker-skinned?
- What were the proportions from free black stock and slave ancestry?
- How did these factors influence (or not influence) individual or group patterns of mobility?
- What part did this play in the development of a black social structure?

Photographs of students and their activities from university archives can tell us a great deal about class structure. Interpreting clothing styles and other material objects can tell us much about financial conditions and who among the students set the trends.

Along the same theme, fraternity and sorority records belong in a safe environment and more than just photographs and scrapbooks should be solicited. The evolution of the black 'Greeks' and their programs provide some of the most interesting avenues for research. More attention should be paid to their social and cultural impact on a campus and how their activities enriched the black community.

Another recent development on the historically black campus is the establishment of non-black 'Greek' organizations. What are their programs and how do they fare on a non-white campus with no traditions in the black community?

Student discipline records have value extending beyond the usual reflections of the norms of their time. These records and their application of the rules often reveal the missionary zeal of those who were in charge of the institution and how they viewed themselves.

Another important area is student health. This includes both health records from earlier years and student athletic records from more recent times.

Another area of potential benefit is the use of archival material to supplement oral history projects, both on and off campus.

The development of a local or regional research center connected with an institution's archival program is not an easy program to put into effect, but it is very rewarding. Much of what has been presented in this paper has been developed from a model of the proposed direction of the archival program at Virginia State University.

The two central themes of this program, reducing the geographical area to a single state (Virginia), and the subject specialty to a single focus (blacks), should enable a greater variety and amount of black-produced primary research material to be preserved. This would encourage more specialized research. It would also allow for the continued study of the effects of racism on the black community, as well as allow for more study of the internal structure and dynamics of black society.

Other historical black institutions have the potential to undertake a project similar to that at Virginia State University. These institutions could, within a very short time, bring to our attention a great amount of new and interesting material.

Models For Establishing An Archival Program

Karen L. Jefferson

Introduction to the Panel Discussion

There is an increasing awareness about the importance of documenting and preserving African American history and culture. Numerous individuals and institutions have collected valuable historical materials to insure that the contributions and experiences of African Americans will be available today and in the future. Much has been collected but there is still much more to be done to adequately document the Black experience.

Collecting is only the first step in preserving history. There is also the responsibility of caring for the materials and making them available for research, education, and exhibition. Too often institutions that are the custodians for our heritage do not fully understand what is necessary to care for the materials. Overwhelmed with competing priorities and limited resources institutional administrators tend to relegate archives to the bottom of their agenda. It is not that these administrators do not recognize the value of the historical materials in their care, for they often cite these materials as treasures and note them as assets of the institution. The problem is more what to do with the materials given institutional budget constraints. The answer is to invest in an archival program to reap the full benefits of these treasures. To have a viable archival program three basic elements are required: collections, space, and trained staff. These are the beginning stages of investment to be enhanced over time. A relatively small but consistent and developing investment can establish a nationally recognized program that can attract new attention and increase support for the institution. A marketing focus can even generate income for the institution.

This panel explores different approaches for developing archives at three historically Black universities. There are more well established archival programs that could serve as models, such as the Amistad Research Center in New Orleans, the Moorland-Spingarn Research Center in Washington, D.C. and the Schomburg Center for Research in Black Culture in New York City. However the size and success of these programs can seem unrealistic for smaller institutions just beginning to grapple with the complexities in developing an archival program.

These three institutions represent relatively new archival programs and provide insight into what can be done with a relatively small investment of resources. The University of Maryland Eastern Shore, is an example of a program that operates with one staff person having part-time responsibility for the archives. Winston-Salem State University has a full time archivist for its newly established program. These two programs function within a traditional library setting with the emphasis on reference service.

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Norfolk State University's archives also functions within a traditional library setting. However, there is a strong interrelationship with the curriculum that gives this archives a unique approach and ties it more directly to the primary instructional mission of the university.

These three archival programs do not function at the optimal level, but then no archival program does. The National Archives and Records Administration and the Library of Congress with all the resources available to them, also must work within budget limits and make difficult choices of what can and cannot be done. However, these three archival programs are making significant strides and with consistent institutional support can take their place among the nationally recognized archives documenting Black history.

Developing Archival Infrastructure At HBCUs: The Winston-Salem State University Conspiracy Model

Carter B. Cue

Good afternoon, this presentation will focus on establishing archival infrastructure and archives at historically Black colleges and universities (HBCUs). Due to time limitations and the ample amount of professional literature available through the Society of American Archivists, I will forego all discussion on the practical and theoretical aspects of archives. However, I would like to take a few moments to look at the overt and covert stratagems used by HBCU archivists conspirators.

Because of the constant stream of social, economic, and political upheavals brought to the attention of United States citizens daily by the media, individuals united for a common goal are thought to be a part of a conspiracy akin to anti-government militias, Nazis, Skinheads or the Ku, Klux, Klan. However, within the context of HBCU archival development, I will use the Latin etymology of "conspiracy" which means in its purest sense, "to breathe together" or "with spirit." If you breathe in, inhaling spirit or stimulating a creative action, you inspire. If you breathe out, exhaling spirit or halting the creative moment, you expire, as in the case of dying. If you breathe spirit through your skin, excreting moisture in conjunction with physical movement, you perspire. Thus, all humans are a part of this conspiracy whether they want to be or not.

Before I mention some of the conspiracy stratagems employed by the Winston-Salem State University (WSSU) Archives, it is necessary to briefly look at the three phases of historical evolution experienced by this collection.

The Historical Foundations of the WSSU Archives

Phase One: In 1965 Christopher Crittenden, then Director of the North Carolina Department of Archives and History, visited Winston-Salem Teachers College (now WSSU) to inventory and compile a college wide records disposition schedule. In his general recommendations to the college's president, Dr. Kenneth R. Williams, Crittenden said, "The quantity of the archival materials is not sufficient to justify a full time archivist; but the archives should be made the responsibility of a single person designated as archivist."[1] Mr. Crittenden concluded his general recommendations by exclaiming, "The papers of Dr. S.G. Atkins and Dr. F. L. Atkins (founder and 1st President and 4th President respectively) are so badly scattered that their contents are unknown...they are dumped in boxes!"[2] Suffice to say, Mr.

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[1] Winston-Salem State College Records Retention and Disposition Schedule (Department of Archives and History, 1965). p. XII.

[2] Ibid.

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Crittenden was not inspired by the state of our records—he was probably perplexed and definitely perspiring.

Phase Two: In the mid-to-late 1960s, former Library Director Lucy H. Bradshaw began to collect University publications such as catalogs, yearbooks, student newspapers, commencement programs, and departmental brochures. I have been unable document the catalysts of Bradshaw's desire to collect and preserve archival material, but it is possible to discern she knew of the importance of archives relative to HBCUs because she obtained her MLS from Atlanta University and knew of that institution's renowned Special Collection; and she was familiar with the archival work being carried out by librarians at Howard, Fisk, Tuskegee, Hampton, and Virginia State Universities. So, even though Mrs. Bradshaw and her library co-workers at WSSU were not familiar with the finer points of archival theory and practice, they did have the foresight to consciously collect University materials of historical value.

Phase Three: In 1991, in anticipation of the 1992 celebration of WSSUs 100 Year Centennial Anniversary commemorating its founding in 1892 as Slater Industrial Academy, Chancellor Cleon F. Thompson revived the idea of publishing a scholarly history book on the University. The project was first undertaken in 1971 by Dr. E. Louise Murphy but due to various reasons, was never actually published; and most recently, after numerous authors and revisions, it may finally be published in December of 1997. In the course of these events following the Centennial, retired Registrar, Mrs. Frances Coble, and Simona A. Allen, granddaughter to WSSU founder Simon Green Atkins, suggested to the University administration that they consider hiring an archivist to be responsible for various archival records. In January of 1995, I was hired as WSSUs first archivist with the according title and some degree of theoretical and technical work experience.

Seven Conspiracy Stratagems Used by the WSSU Archives

I have chosen the stratagems in denominations of 7 for common sense reasons: ancient man considered 7 a holy and divine number; the earth was formed in the book of Genesis in 7 days; there are 7 days in a week; the cells in the human body are completely regenerated every 7 years; there are 7 systems in the human body—there are 7 power centers, i.e., chakras, along the spine, etc.

Conspiracy Strategy #1: Do Nothing

I do not mean this in the literal sense of being lazy but do no physical work. Upon arrival at a new institution take time to observe the campus officials and operating structure; the names and faces of important, and not so important, student leaders, staff, faculty, administrators, and alumni. Ask yourself who, what, where, why, and how these persons can help advance your archival program. As a graduate of Winston-Salem State University, I was familiar with certain past and present aspects of both campus and local community cultures. Thus, I was able to shorten my period of 'do nothingness.' The duration is totally up to the conspirator—I contemplated one month. Also, carry a pocket size note pad and a pen to write down any observations.

Conspiracy Strategy #2: Assess Basic Needs and Find Solutions

In my case, due to having little or no operating budget, I was in need of some basic start up items such as tables and chairs for researchers, processing tables, shelving for record containers, a desk for administrative duties, archival and office supplies. From Strategy #1, I had discerned a lack of space. The room designated for archives was 41' x 35 feet and was being used as a storage area for discarded furniture at the time of my arrival. This space would have to house closed stacks, a reading area, and work space. Since the entire area had once been book stacks there were some metal library shelves left, so I converted them to hold record cartons and manuscript boxes. There were book shelves, tables, chairs, cabinets and other items classified as discarded surplus in several unused campus buildings, which I have happily hauled to the archives. With a little sanding, restaining and painting, which you can do yourself, you will be surprised by your finished product. From Strategy #1 you should have taken time to establish a working relationship with the painters and carpenters on the campus because you may have to borrow hammer, nails, or paint.

Conspiracy Strategy #3: Cultivate Relationships with Archivists and Potential Donors

The word "cultivate" means to till; improve and refine something. It has been my experience that archivists believe in helping their fellow colleagues, particularly the younger, less experienced archivist. Being new to the different world of academia, it was important for me to communicate with veteran archivists such as Clifford Muse, Linda Henry, Ann Shockley, Karen Jefferson and John Woodard. I have a part time assistant for three-fourths of the year but my various duties, which include working at the reference desk, have necessitated that I not waste time reinventing the wheel. Many of the aforementioned persons made invaluable suggestions during the time the WSSU Archives policies and guidelines were being written. Furthermore, these relationships with your fellow conspirators allow you to be part of a like minded people who can understand your struggles and triumphs. Even the way you talk. Mention 'encapsulation' in the wrong office at an HBCU and I guarantee you will be rumored to be into some wild stuff.

You have to cultivate relationships with potential donors and alumni because they may have a collection or some money they want to send to the archives. David Moltke-Hansen of the Southern Historical Collection calls this cultivation process 'kissing foot.' Some other more financially endowed archives may be able to purchase a shoe to put on that foot. Several donors that I have called on, or that in turn visited me, recognized my fiscal and physical limitations and took me to lunch! If you don't have excess finances you can be successful by doing little things: send out birthday cards; call just to say hello; have one of your fellow conspirators call or write the potential donor and sing your praises. It may also be wise to invest in a cheap, electric teapot and keep some cookies on hand to give visitors—you never know who will visit your archives.

Conspiracy Strategy #4: Convince the Campus and Community of the Archives' Educational Value

It is a fact that if administrators see your program can supplement the existing curriculum, they are more likely to support you in your archival endeavors. Archivists such as Lucious Edwards and Tommy Bogger of Virginia State University and Norfolk State University, respectively, teach classes in the history departments of their institutions. The other popular route to link archives to the curriculum is to write and publish books. Tommy Bogger, Ann Shockley of Fisk University, Danie Williams of Tuskegee, and Linda Simmons Henry of St. Augustine's

College have written books, thus, they are selling their universities to the larger world. I did not have a major book to put out, so I compiled a 90-page current and retrospective bibliography of faculty/staff publications. Ask your chancellor or some other top administrator to write the forward for the book and then find a campus sponsor willing to publish it for public consumption. To prove your archives educational value, volunteer to take special visitors to the campus on walking tours; or volunteer to speak to Freshman Seminar classes. From a community standpoint, speak to church and civic groups on the basic preservation of family heirlooms. Join or form a local historical society. In Winston-Salem, Ms. Benson and I are Board Members of the Society for the Study of Afro-American History in Winston-Salem and Forsyth County.

Conspiracy Strategy #5: Use Public Relations and Propaganda to Promote the Archives

Most wars are won or lost due to the propaganda of the media. The Vietnam War is a prime example of the use of media and public relations in influencing public opinion. As a conspirator, it may be necessary to develop a good relationship with a radio station DJ or a newspaper reporter. If you can not do it overtly, then do it covertly. I once lived in neighborhood where the community activists brought their issues out before the world on a regular basis. How did they do it? They would 'drop a dime' [in the phone] and call the newspaper with a 'hot story.' So drop a quarter (pay phones have gone up) on the newspaper. Also, be able to write your own press releases and radio public service announcements, just in case the campus media office is too busy to do it for you. Some other propaganda tools I have used are exhibit brochures, and volunteering the use of photographs from the archive collection for television programs and documentaries. After the Million Man March, I volunteered to go on a community access television program to speak on the March. My focus was Booker T. Washington and his Atlanta Cotton Exposition speech and how it paralleled Farrakhan's speech and how the use of archival material could prove my point.

Conspiracy Strategy #6:
Think and Enthusiastically Create

We often make the false assumption that people in higher education think. Most people become angry, curse, cry, kick and scream when faced with a problem. With the volume of problems at HBCUs, it is better for the conspirator to think, find alternative solutions, and avoid high blood pressure and heart attacks. The Latin etymology for 'enthusiasm' translates as 'God in You.' The comedian Flip Wilson use to say, "The devil made me do it." This is the behavioral pattern some people adopt as opposed to thinking enthusiastically.

Strategy #6 was used to confront a structural problem in the WSSU archives. There is a floor to ceiling square pillar 3 feet from the middle of the doorway leading into the research area. This pillar had the effect of causing people to stop just short of coming into the archives. The Chinese believe a post or tree in front of a door is bad luck and bad luck was the last thing I needed. The solution created was to employ a Feng Shui cure. Feng Shui translates literally as 'wind and water.' It is thousands of years old and is the Chinese art of placing houses, buildings, etc., in the most beneficial place for maximum results. We covered the length of the front of the offending pillar with a mirror. This was then enhanced by placing a 5-foot artificial green tree in front of the mirror. If money problems won't allow you to purchase picture frames then you can always find good inexpensive buys at the Good Will store or a flea market.

Conspiracy Strategy #7:
Prayer, Meditation, and Relaxation

In the history of African Americans, prayer was often the only sustaining factor in our lives in times of peril or distress. Due to shrinking resources, limited budgets, and other social ills, the United States has become a very stressful place. Stress and stress-related illnesses are among the leading causes of death in the United States. Look at the disgruntled postal workers who go on shooting sprees after confrontations with co-workers. Post office violence is so commonplace that any work-related violence is commonly referred to as 'going postal.' Thus, I propose that all conspirators be involved in some form of exercise or stress reduction program such as meditation, Tai Chi Chuan, yoga, dance, or some other healing art like aromatherapy. It is also very important that we not take our work too seriously. If you cannot do it today, then do it tomorrow. I have found that what works best for me is silent meditation in the morning and during the afternoon lunch period. This is not to say that we should not be advocates for the development of archives, but a less stressful approach may be needed.

Conclusion

The move to develop archives and archival infrastructure at historically Black colleges and universities will only be effective if there exists a body of persons of 'one breath and spirit' dedicated, and of the belief that the time for archives at HBCUs is in the here and now. If this is to be, all conspirators within our ranks must unite beyond the veil of race, creed, gender, and small-minded prejudices. May the force be with us!

In closing I would like to read several poems. Many which have developed as a result of my experiences during different personal and professional developmental phases as an archivist.

Low coup #1- Rebutt-al to the Naysayer*

If HBCU archives
have no value$$$$$
what are savings $ loans
Fort Knox!

Archivist World (Its a Blk Thang, U Might Understand) Theme Song (Roots)**

(HUM)

Here I am, held up
to the moon of new beginnings
while astronauting myself
to the world of saving--- US
without a launch pad.

But yo, Dig!
I thought you saw Roots
loved Alex &
was gonna save all your
Grandma's mothballed fragranced pictures
and yellow,
dusty,
newspa****
perhaps. Psych!

Heresssssssss Kunta!!!

Modernday HBCU Mobutu imper-
sonators & Martin Luther King haters.

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* Low coup is an Afro American poetry form stylized by poet, essayist, and playwright Imamu Amiri Baraka; as Haiku is a poetry form which reflects the literary culture of the Japanese.

** Archivist World was written after hearing responses from an Archivist conference in Durham, NC in 1993.

Living in a double world consciousness,
paying SAA dues w/ foodstamps & trying
to be T.R. Schellenberg in Blackface.

Be all that you can
be.   Like the Army.
While the same ol' lines come
from the empty, dry, lips.
BROKE, NO MONEY, ADAPT.

No problem thats my heritage. In
this country. Housed my last collection
in a NIKE shoe box.

Hey, Jesse.
Keep hope alive--at least
you don't do reference queries
from the pay phone across the street.

Beginning An Archives Program: The Case Of The University Of Maryland Eastern Shore

F. Keith Bingham

Abstract: *The University of Maryland Eastern Shore (UMES) archives was officially established in 1994. Scattered archival material had been collected over the years, but as was the case at many Historically Black Colleges and Universities (HBCUs), a full-time archivist and a fully developed archival program was, at best, considered a luxury item, or most certainly, a low priority budget item. This, coupled with a dearth of trained African American archivists, and an overall lack of emphasis on preservation and records management contribute to the current state of affairs in many HBCU archives.*

THE SETTING

The University of Maryland Eastern Shore (UMES), an 1890 land grant institution, is the only doctoral degree granting institution in the University System of Maryland (USM), located geographically on the Eastern Shore of Maryland. Several of its programs (i.e., construction management technology, airway science, hotel and restaurant management), are unique to both the state and the region. The University currently enrolls 3000 students in major programs leading to the B.A. and B.S. degrees in 26 disciplines in the arts and sciences, professional studies, and agricultural sciences. In addition, UMES offers graduate degrees in: Marine-Estuarine and Environmental Sciences, and Toxicology at both the masters and doctoral levels; the M.S. degree is offered in Agricultural and Extension Education, Applied Computer Science, and Food and Agricultural Sciences; the M.Ed. degree is offered in Guidance and Counseling and Special Education; and the M.P.T. degree is offered in Physical Therapy. The University offers not only a well constructed and varied academic program, but a beautiful campus setting and physical plant as well.

HISTORY

The origin of the University of Maryland Eastern Shore is traceable to Princess Anne Academy, an academy for Negroes established in the town of Princess Anne on Maryland's Eastern Shore during the latter part of the nineteenth century. Throughout its history, the school in Princess Anne has undergone changes in name, and affiliation. First, September 13, 1886, the Delaware Conference of the Methodist Episcopal Church established the Delaware Conference Academy, just north of Princess Anne, on a historic parcel of land acquired by the church. The first academy was

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operated from Olney a large Georgian mansion acquired as a part of the property. Records reveal that the academy opened with nine students but by the end of the year had an enrollment of thirty-seven. Still under the auspices of the Delaware Conference, the institution subsequently bore the name 'Industrial Branch of Morgan College,' and later, while still operated by Morgan, came to be known as Princess Anne Academy. The state of Maryland, seeking to continue to receive federal funds allocated to land grant programs at the Maryland Agricultural College (University of Maryland, College Park), to which African Americans were not admitted, needed to comply with the Morrill Act of 1890, which specifically provided that the land grant funds be equitably divided where separate schools for the races were maintained. Thus, on December 31, 1890, Maryland Agricultural College and the Board of Trustees of Morgan College, drew up a contract to 'adopt' Princess Anne Academy as the 'Eastern Branch of the Maryland Agricultural College.' In 1926 the institution passed into complete control of the state and the University of Maryland.

In 1948, the Eastern Branch of the University of Maryland, by now popularly known as Princess Anne College, became a division of the University of Maryland. In the 1948-49 school year the institution experienced another name change reflecting its enhanced status as a division of the state institution at College Park. Princess Anne College then became Maryland State College. In 1967 a formal request was made by Maryland State College that it become an operating 'branch' of the University of Maryland. After a three-year study, the Maryland legislature passed a bill which moved Maryland State College directly into the University of Maryland as a satellite campus on the state's Eastern Shore. Thus, on July 1, 1970, Maryland State College officially became the University of Maryland Eastern Shore.

THE FREDERICK DOUGLASS LIBRARY

The present library was built in 1968. At that same time, the college proposed to name the new structure after an outstanding African American born in Maryland, Frederick Douglass. The recommendation was later adopted and approved by the Board of Regents. More recently a renovation, completed in 1993, doubled the size of the facility and provided space for the housing of a university archives and a special collections. The current collections number approximately 150,000 bound volumes, and 1,400 periodical titles. In addition, the library is highly automated with a second generation online catalog, numerous CD-ROM products, and 150 Internet accessible computers for staff and public use. University Archives is located in its' own room within the library. The archives is composed of approximately 38 linear ft. of university records, 10 manuscript collections, and 20 drawers of related files. The special collections department is one of eight (8) departments in the library. In the Frederick Douglass Library, archives is a functional unit of the special collections department and is administered by the special collections librarian. The department oversees several special monograph and serial collections in addition to archives and manuscripts.

THE ARCHIVES

I came to the University of Maryland Eastern Shore in the summer of 1994 as head of the special collections department in the Frederick Douglass Library, with the additional charge of organizing the first formal archives program. Previously, there

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had been no formal special collections department or archives; these were functions of other departments within public services. Jessie C. Smith, Dean of Library Services at UMES, had long envisioned a more formal approach to archives, and assured me that library and institutional support would be forthcoming in order to meet the goals and objectives of a viable archives program. The archives which I inherited were to be housed in a room consisting of approximately 448 square feet, containing shelving, filing cabinets, and two wooden cabinets displaying University trophies and plaques. There is also a study table and telephone. The room's fluorescent lights were in need of ultraviolet filters, but the Venetian blinds on the windows adequately block the sun, thus sparing some expense for proper lighting. The room was equipped with a proper temperature and humidity control unit which had been installed during a recent renovation of the entire library, and in anticipation of housing the University archives in the room. I found the unit to be properly maintained with the recommended temperature and humidity for archival storage.

The University-related archival records shelved in the room included approximately three cubic feet of bound masters theses and dissertations, one cubic foot of publications and catalogues spanning over half a century, eight cubic feet of yearbooks, and several cubic feet of reports. The room also contained fourteen cubic feet of unprocessed archival records stored in bankers boxes. These records consisted of reports, faculty files, enrollment data, correspondence, flyers, pamphlets, newsletters, departmental files, financial files, research files, handbooks, sports information, programs, and student newspapers. A substantial quantity of photographs relating to the University's history and some posters were also among these records. Additional material stored in the room totaled approximately twenty-five to thirty-five cubic feet, and related specifically to the African American experience on the Eastern Shore of Maryland. These were found to be mostly non-archival file material, i.e., clippings, pamphlets, photographs, articles, programs, and other miscellaneous documents not originating from units or departments within the institution. Later, a more detailed inspection uncovered several significant manuscript collections among this largess. The University archives room is a secured room (under lock and key). The records housed therein were found to be in good condition.

Additional boxed material was stored in another room belonging to the department. Initial inspection of this 8' x 12.5' room revealed boxes of documents stored from front to back, covering every square foot of space, and literally filling the room. The material, totaling approximately 150-175 cubic feet, was stored in bankers boxes and a filing cabinet. The storage room has no windows, and is secured. The material in the storage room was in good condition.

STAFFING

The staff consists of one full time librarian and two full time library assistants. There is no full time, professionally trained archivist at the University of Maryland Eastern Shore. My background includes a masters degree in library science with no formal courses in archives. Thus, one of my first self-imposed assignments was to immerse myself in the literature of the field of archives, and to network with working archivists, locally, and via the Internet. Several references proved most helpful in grounding me in the nomenclature, and theoretical principles of archives. To mention a few, the volumes that comprise the series entitled 'Archival Fundamental Series' (SAA), was most useful, as well as a volume entitled Keeping Archives (Ellis). I found Starting An Archives (Yakel) to be as basic a text as one can find in less than one hundred pages. For those who may require more of the theoretical aspect of archives, Theodore R. Schellenberg is required reading.

SCOPE OF MATERIALS

a. University Archives consists of materials owing provenance to the University of Maryland Eastern Shore, i.e., generated by the daily affairs of the institution. An example of these include correspondence, memos, publications, reports, theses, dissertations, yearbooks, catalogs, calendars, brochures, artifacts, announcements, photographs, negatives, minutes, and various miscellaneous documents of value or significance to the life of the institution. Special care (respect des fonds) is taken to exclude material that is not institutional or system (USM) in nature.

b. Manuscript collections are gift collections that generally fit the collection development policy developed by the archivist. These collections have been described and cataloged with the assistance of the Cooperative HBCU Archival Survey Project. The records will subsequently become a part of the OCLC database. A few representative manuscript collections include:

Lauren Taylor Collection of Methodist Church Conference Material. Journal proceedings (1908-1927), directories and programs (1885-1937), official booklet, and the official minutes of the 39th session (1902) of the Delaware Conference.

Records of the Metropolitan United Methodist Church includes six church record ledgers dating from 1867 to 1957. These ledgers contain records of baptisms, marriages, burials, and membership information for the church pastored by one of the founders of the University and attended by the first and nearly every subsequent president of UMES. The collection includes unprocessed materials.

Evelyn's Village Inn Records consists of menus, business licenses, Board of Health certificates, banquet programs of the Delmarva Business League which honored Evelyn Allen in 1993; and, news clippings about the closing of the historic African American owned business in Snow Hill, Maryland.

Richard A. Henson Papers contain correspondence and records relating to Richard A. Henson and his family and the operations of Spring Meadow Farm, Henson Aviation Company, and Henson Airlines. Also included are records reflecting Henson's work as a test pilot for Fairchild Aircraft Company, and business relationships with Allegheny and Piedmont Airlines. Henson is a noted philanthropist and important benefactor to the University.

c. Eastern Shore Reference Collection represents subject matter relating to all aspects of the historical and cultural life of the people of the Eastern Shore of

Maryland with a special focus on the African American experience. Included are clippings, articles, brochures, pamphlets, photographs, reports, and miscellaneous documents. Material for this collection are acquired via donations, subscriptions, requests, and in-house resources. It should be noted that although this collection is based in archives it is not archival in nature. An electronic finding aid is being used in this collection.

SERVICES

University Archives at UMES currently provide the following services:

- reference and referral services;
- research assistance (by correspondence or phone);
- interpretative exhibits using material from the archives;
- photocopy;
- photo duplication; and,
- small group tours.

SUMMATION

I must, perforce, consider our archives a developing enterprise. I say this because everything we have done has been accomplished within the last three years. Our initial task was to develop some sort of blueprint for what we wanted. This was accomplished in conference with our Dean of Library Services, and with valuable consultation assistance from more experienced archivists with whom I cultivated a working relationship. Early in the process a collection development policy was formulated to assist in the appraising of documents; and, a preliminary finding aid was developed. Since we do not have a separate operating budget, I depended on our Dean to follow through with the promised financial support to provide for supplies and equipment. We were also fortunate enough to benefit that first year from a National Association for Equal Opportunity in Higher Education (NAFEO) mini-grant which greatly assisted us in the purchase of equipment, supplies, and the services of a certified archivist for two days of consultation. Later, we again benefited financially when we became participants in the Cooperative HBCU Archival Survey Project (CHASP) which provided for a certified archivist as well as the cataloging of our major archival/manuscript collections relating to African Americans. As the archives gradually takes full shape, I am certain that securing additional institutional support will not be a problem. However, for the present, we intend to continue to pursue grant opportunities and be the 'squeaky wheel' within the library departmental structure. Our Dean, Jessie C. Smith, has been the visionary as well as our chief financial support. Thus far, what we have achieved with limited financial resources has been beyond my expectations. As a result, I have raised my expectations for our future goals, chief of which will be the employment of a full time archivist.

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Building Infrastructures Through Education and Research

Tommy L. Bogger, Ph.D.

The archives at Norfolk State University (NSU) was officially started as recently as 1987 when my secretary and I moved into a spacious suite in the library which was formerly occupied by the president and his staff. However, the groundwork for it was laid many years earlier by faculty members, and numerous friends of the University who in the course of their work, came across rare books and significant documents and decided that our library was the most appropriate place for them.

A combination of events in the 1970s stimulated the movement to establish an archives at NSU. It started with the inauguration of Dr. Harrison B. Wilson as the new president of the University. We found him to be very receptive to new ideas in improving the academic programs at the University, and he proved to be very successful at getting new initiatives approved in Richmond, VA, and securing the necessary funding. Dr. Wilson came from Fisk University; a school with one of the best archival collections in the country, thus, he did not have to be sold on the merits of an archival program or its positive impact on academic courses.

Also in the 1970s, Alex Haley's book, Roots, captured national attention by celebrating the triumph of the black family and arousing an interest in family genealogy such that had never existed before. Interest in family history and black genealogy soared to an all-time high, and the demands that researchers made on our library facilities made it clear that in order to serve them more effectively we needed a well-equipped archives.

With the input of the University's president, I formed an advisory committee of very distinguished retirees and community leaders. Their input was invaluable because the recommendations which were ultimately made to the administration came from this very distinguished group, instead of me, an employee. Some of the advisors were known to have significant resources themselves and after working closely with me, they were very willing to donate their correspondence, documents, photographs, books and other resources to the archives. More importantly, they had excellent contacts in the community, and they introduced me to several elderly people who had important records in their possession.

After visiting and talking extensively with the archivists at some of the most prestigious academic institutions in the state, we had excellent models to follow in ensuring that our archives would complement the teaching and research being conducted at Norfolk State University.

The archival collection at NSU is divided into two major branches. One is devoted to collecting and preserving the official records of the University, its programs,

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administrators, faculty and students. The second branch consists of special collections. As a historian, I am especially interested in this area because its major objectives are to collect, preserve, and make available to researchers the historical documents of Afro-Virginians. It serves as a laboratory for the teaching of research methodology, promotes research and publishing among faculty and students, and helps to attract professors to the University who are interested in research.

From the very beginning of our efforts, we emphasized the relationships between University archives and strong academic and administrative programs. When we brought in a consultant from the University of Virginia, she continued that theme in her report. She noted that

> A university archives can be an active participant in the teaching and research functions of the university, it can attract outside scholars, increase the institution's visibility, and enhance the interaction between the university and the community through such activities as exhibits, seminars, and lectures . . . An archives . . . also exhibits the pride an institution has in its own history and the importance of its role in society.[1]

We were successful in incorporating the consultants recommendations in the design of our new facility and two years ago we moved into an 8,750 square foot facility with the latest security and climatic control technology.

I am especially pleased to comment on the archives enhancement of programs and course offerings in the history department. Students from several of the American history classes use our materials on a regular basis. They gain invaluable experience in using primary sources in their research. Partly due to the existence of the archives, my colleagues in the history department have begun the preliminary groundwork which, hopefully, will eventually lead to the establishment of a masters program in American history.

Senior history majors are required to take a very rigorous research class, and, in addition to other requirements, they must complete a research paper based on primary documents. This assignment often requires more than one semester for the students to complete. During their research, I work very closely with them helping to locate relevant documents and suggesting further readings. They are encouraged to use other depositories in the area, but because they can do most of their research on campus, they save considerable time and expense. History majors who go on to graduate school have done very well, and part of their success is due to the close collaboration between the archives and the history department.

Three years ago our history department established a summer program with the graduate school at the College of William and Mary. The program was designed to stimulate undergraduate minority students' interest in graduate study, and prepare them for the challenge by providing them with in-depth research experience in the archives of Norfolk State, William and Mary, and other area institutions. In addition to acquiring valuable research experience, the students critiqued each others papers and engaged in lively seminars. Besides having the satisfaction of doing well in the program, the incentive of having their papers bound in a booklet and distributed to the libraries and archives of the participating colleges is another major motivating force. But most importantly, the students realize that if they live up to the high expectations placed on them, their odds of being accepted into a graduate or professional school will be greatly improved. Currently, seven of the program's former participants are in graduate or professional school. Two are in the graduate history program at William and Mary, two are enrolled in the law school at the same institution, and we also have students pursuing graduate studies at the University of Pennsylvania, Ohio University, Old Dominion University, and Virginia Commonwealth University.

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[1] Janet Linde. "Consultant's Report to the Committee on the Establishment of a University Archives at Norfolk State University," (1985).

Journalism is another thriving program and the students in that department have also been using our resources. In addition to writing well, there is also the realization that they too must develop research skills in order to be prepared for the demands which will be made on them when they go out into the very competitive and fast paced world of modern journalism. In writing articles for their newspaper, they are taught that in order for their stories to have depth they must be placed within a historical perspective; thus, that often means doing archival research.

As the University embarks on new programs, new demands are made on the archives, and we find it necessary to periodically review our policies. Last year, a doctoral program in social work was inaugurated, so we are working very closely with the coordinator to determine if any changes should be made in the way that we allocate our resources. To ensure the success of the new doctoral program, we are willing to entertain new ideas or suggestions from the participants. Already, I am afraid that we might have to consider extending the hours of operation beyond 9 to 5, Mondays through Fridays.

There are numerous other benefits which an archives can add to the academic program. Unexpectedly, it has brought the University an invaluable amount of favorable publicity. As research persons, we have managed to establish a reputation for being knowledgeable on local, and African American history. Thus television and newspaper reporters who do feature articles on local history or subjects pertaining to African Americans, make regular visits to our campus to interview us and use our facilities; most of the time, they have been very generous in crediting us. It can be a bit disconcerting when a television reporter calls and asks if he or she can bring a crew over to interview you on a story they are pursuing, but it is a necessary hazard of the business because those brief news clips put the University and its archives in a positive light and further publicize our collection.

Another unforeseen benefit of the archives is its strong link to retired faculty and administrators. Indeed for many retirees, the archives is their most active link to the University. They return to campus and donate their papers to the archives, and oftentimes, they even serve as volunteers. Most importantly, the retirees have very influential contacts in the community, and in many instances, I have found that a telephone call from them can open doors to the homes of elderly people who have old records. Through their association with the archives in their golden years, a few have been inclined to consider including the University in their wills.

On a more personal note, I can say that having the convenience of an archives on the campus where I work has increased my productivity as a researcher. In 1989, the city of Norfolk commissioned me and two other historians to write a history of the city. We were able to complete our research and write a lively 500 page history within the projected deadline, partly because we enjoyed the convenience of meeting and working in the NSU archives. Many of the resources were already on hand, and those things which were not available were quickly obtained through interlibrary loan, or visits to other local collections. Since then, I have completed two additional books; my latest, a book on free blacks was published by the University Press of Virginia last winter. With each publication, more of my colleagues in the history department were motivated to start exploiting our archival resources.

This heightened interest in research among the professors and students benefits the University as a whole.

Preserving Our Heritage: The SOLINET/ASERL/HBCU Cooperative Preservation

Sandra K. Williams

PROGRAM

The collections of most historically Black colleges and universities (HBCU) contain important resources for research into African American history and culture of the United States. The preservation of these collections for their intellectual content is of enduring value.

Since their inception, it has been the HBCUs that have systematically collected resources significant to African American history and culture. Many of these collections have not received the care and attention they warrant due to lack of funding and to limited personnel with preservation training.

The objective of this program is to introduce you to efforts being made in the Southeast to preserve this collection and to inform and educate library staff of HBCUs to the need for preserving these collections for the continued study and research of generations to come.

THE PLAYERS

SOLINET

In 1972, Association of Southeastern Research Libraries commissioned a study to assess the feasibility of establishing an automated library network in the southeastern United States. In 1973, SOLINET (Southeastern Library Network, Inc.) was founded. A diversified, not-for-profit membership organization, SOLINET's mission is to enable its member institutions and their constituents to offer library and information services as effectively and economically as possible. SOLINET is the largest of the U.S. regional bibliographic networks, with an extensive program that includes: OCLC Services, Library Automation Services, Group Discount Services, Continuing Education And Training Services, And Preservation Services.

In support of its mission, SOLINET's Preservation Service improves the ability of both member and non-member institutions throughout the southeast to preserve and provide access to their information resources for as long as they are useful. These resources range from short-lived collections to materials of enduring value, in print and non-print formats. SOLINET's Preservation Service fulfills its mission through two programs: Field Services and the Microfilm Service. Field Services emphasizes preservation as a program of information resource management for entire repositories, whatever the collection profile. It also promotes the care of specific collections in those repositories. The

Microfilm Service provides for the preservation of the intellectual content of works of enduring value.

The Microfilm Service was established at SOLINET in 1990 to support the first of three SOLINET/ASERL Cooperative Preservation Microfilming Projects (July 1990 - June 1997) The service prepares materials for filming, catalogs microfilmed titles, and provides post-filming inspection and quality control. Contracts negotiated with independent filming agencies are maintained by the service. The participating libraries select titles for filming and provides access to completed films. As with the first projects, SOLINET assumes responsibility for care of all master negatives, and participating libraries will be responsible for printing masters and service copies of film.

ASERL

The Association of Southeastern Research Libraries (ASERL) is a consortium of 41 libraries in ten southeastern states. ASERL was founded in 1956 to promote sharing of resources and cooperation to increase the availability and accessibility of research materials. The largest research libraries and all ten state library agencies in the southeast are members of ASERL. Nineteen of ASERL's members also belong to the Association of Research Libraries (ARL).

During its four year history, ASERL has organized a number of projects to enhance resource sharing. Its role in founding SOLINET and the SOLINET/ASERL Cooperative Preservation Microfilming Project is just one of its resource sharing activities. Other successful ASERL projects include an investigation of interlibrary loan policies, with reports on the findings leading to the formation of free interlibrary loan service among ASERL members. Serials holdings, both foreign and domestic, have been accessed and compared to the holdings of other large research libraries around the nation. As a result, union lists were prepared and individual ASERL members assumed responsibility for collecting or completing holdings for certain titles. In 1996, ASERL funded a new initiative through SOLINET to cooperatively address common concerns regarding licensing of electronic resources, electronic archiving and electronic publishing. In these and other projects, ASERL has demonstrated its ability to identify common needs and problems and address them constructively.

HBCUs

The libraries of the 99 historically Black colleges and universities (HBCU) include repositories of materials that are central to the social, political and cultural development of the African American community and the nation as a whole. Nearly three-fourths of these institutions are located in the southeast; 47% of the southeastern HBCUs are SOLINET members. Many of their significant collections have not received the care and attention they warrant due to lack of funding and to limited personnel with preservation training. In order to begin addressing preservation concerns at HBCUs, SOLINET Preservation staff met with a group of HBCU library directors from 1890s land grant Institutions in February and October of 1995.

Possible cooperative projects discussed included preservation microfilming of monographs and serials, and of manuscript collections. While archives filming for many HBCU collections are crucial, launching such a project before the completion of the NEH-supported Cooperative HBCU Archival Survey Project (CHASP) would be premature. CHASP is a joint undertaking by North Carolina Central University's (NCCU) library and information science program and Wayne State University Libraries' African American Educational Archives Initiative. Its purpose is to survey the archival records and manuscripts collections held by the 99 HBCUs and to create a database of the results that will be widely accessible to researchers. Preserving significant endangered monographs and serials from HBCU collections as part of the fourth Cooperative Preservation Microfilming Project (CPMP4) supplements the work accomplished by the Schomburg Center for Research in Black Culture, and it builds on the foundation provided by CHASP. Furthermore, HBCU participation in CPMP4 is a first step toward future collaboration on projects of mutual interest and benefit.

THE COLLECTIONS

SOLINET and ASERL members, like their peer libraries across the country, have invested countless dollars and hours to build strong collections in the humanities. Similarly, since their inception, it has been the historically Black colleges and universities that have systematically collected resources significant to African American history and culture. From these collections, participants have selected physically deteriorated imprints of enduring intellectual value for inclusion in this project. The addition of a third partner, the members of the HBCUs, broadens the scope of CPMP4 to include regional resources beyond the Southeast, as well as an increased focus on African Americana.

North Carolina Central University plans to film portions of their Martin Collection of African, West Indian, and African American history and literature, which builds upon the filming of Caribbean history and literature and African texts in the first and second SOLINET/ASERL projects. Materials from Kentucky State (KS) and the University of Maryland Eastern Shore (UMES), taken as part of a larger whole, contribute to the body of material preserved for AfricanAmerican and regional history scholars. Combined with the proposed materials from NCCU, the historical collections of these HBCUs contribute to providing a broad perspective on African American history and culture.

All collections proposed for filming support high quality humanities research and academic programs. The collections proposed for filming are at risk of destruction because of their brittle paper. Imprints range from the early 1800s through the mid-twentieth century.

North Carolina Central University's Martin Collection

In 1950, NCCU purchased the Charles D. Martin Collection of books by and about Blacks in the United States, South America, Africa and the West Indies. The collection was assembled by the Reverend Dr. Charles Martin, a West Indian Moravian minister. A comparison of the collection against the Schomburg Center for Research in Black Culture's catalog showed that the Schomburg also holds 70% of the titles in the Martin Collection. A resurgence of African American scholarship has resulted in a strong demand to use this collection. Preservation microfilm of these titles will maintain the integrity of these items in order to insure

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future availability. This project will help provide access to the resources necessary for the advancement of research and teaching in African American studies. These resources are also vital to maintaining and strengthening the synergistic relationship with other resources at NCCU and other institutions that document the Black Diaspora.

The project will film slave narratives, autobiographies, accounts of travels in the slave states, antislavery tracts, history of the slave trade, travels in Africa and the West Indies and comments by clergymen on slavery.

NCCU's participation will significantly enhance the institution's efforts to halt the deterioration of some of the most valuable materials in its collection.

University of Maryland–Eastern Shore

Volumes from its Maryland Eastern Shore and African Americana collections within the Special Collections of the Frederick Douglass Library are to be included in the CPMP4. Many items in this collection are from the early nineteenth century and are rare copies. The volumes in this collection document the life and culture of a truly unique region of the state of Maryland. The region is the birthplace of Frederick Douglass, Harriet Tubman and several other notable figures in American history and letters.

Almost from its inception as a Methodist Episcopal Church-controlled academy in 1886, the UMES library has collected African Americana. The library's holdings have since grown into one of the largest and most comprehensive of such collections among colleges and universities in the state of Maryland. Researchers look especially to the collection's current and retrospective coverage of African American history and culture; they also heavily consult holdings of African American biographies and narratives. The strong resources in the area of biography include works on notable African Americans from every era of American history. Among literary works are first editions of the works of writers such as Richard Wright, Chester Himes, Paul Laurence Dunbar, Langston Hughes, Zora Neale Hurston and many others. The microfilming of materials from these collections will provide stable copies of and fragile items, thus preserving original copies by limiting their direct use, enhancing both preservation and access as result.

Kentucky State University

The University of Kentucky (UK) and Kentucky State University (KSU) propose a complementary project to film Kentucky culture and literature. Continued filming in UK's collection and the inclusion of KSU's African American culture and heritage collection will supplement the filming of Kentucky history and literature titles begun in CPMP2 (Cooperative Preservation Microfilming Project 2).

KSU's mission is to "be the major repository for the collection of books, records and artifacts relevant to the history and status of African American citizens of the Commonwealth and elsewhere." This has resulted in a unique and rich collection of African Americana and African American history in Kentucky. As Kentucky's only HBCU, KSU is the preeminent home for collections about African Americans in Kentucky. Noteworthy in the Library's Special Collections are materials about the

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Kentucky Negro Education Association, the higher education of African Americans in Kentucky, slavery in Kentucky, Whitney M. Young, Jr. (first president of the Urban League), Paul Laurence Dunbar, the Kentucky Commission of Negro Affairs, annual reports of the activities of the Negro Land Grant College Presidents, and primary resources about Kentucky's Negro Women's Clubs. The special collection houses the rare monographs, serials, pamphlets and archival collections pertaining to the social, economic and religious history of African Americans. Titles to be included in this project are monographs, pamphlets and serials published between 1870 and 1950.

THE FUTURE

With its most recent Cooperative Preservation Microfilming Project, SOLINET has included collections from HBCUs. This, however, is only a small step to begin to meet the preservation needs of these institutions.

Staff at HBCUs have identified a strong interest in preservation training. Some of this training needs to be targeted to characteristics of HBCU libraries, such as their general size, collection condition and age, and the nature of their archival holdings. Preservation has been included in successful training programs for HBCUs in the past, for example, NAFEO sponsored training for archivists at HBCUs from 1992 to 1997. North Carolina Central University and the North Carolina State Historical Records Advisory Board have recently sponsored a 12-month training project for HBCUs in North Carolina.

Since 1995, NEH has been funding a project to establish preliminary intellectual control over the archival collections at HBCUs. This project, CHASP, has recently moved its headquarters to Spelman College in Atlanta. SOLINET has talked with CHASP directors about support services and partnerships. Preservation training for HBCU staff would be enhanced to collaboration with CHASP, just as CHASP's concerns about providing intellectual control and preservation training will enhance access to archival collections. To improve the preservation of important collections at HBCUs, SOLINET proposes to plan and present a five-day training program on managing preservation. This program will be based on SOLINET's past experience with the multi-phase Managing Preservation for Diverse Collections workshop series presented in 1997.

The goal of the workshop is to provide participants with basic information about preservation and advice on how to implement preservation strategies in their libraries. Substantial attention will be given to strategies that integrate preservation into existing workflows. In addition, emphasis will be placed on assessing and prioritizing needs, planning for appropriate action, and no cost or low cost improvements that can be made in preservation practices.

The workshop planned differs from previous efforts aimed at HBCUs by focusing specifically on preservation needs and by looking at these needs in the context of the entire library organization. Participants will leave the workshop with a better understanding of the role of preservation in their libraries, with practice in assessing the status of preservation and identifying needs, and with some realistic plans formulated to improve preservation practices within their libraries.

NEH is being asked to fund instructors' fees and travel expenses, plus travel expenses of the 20 participants. SOLINET will cost-share expenses related to scheduling, registration, handouts and publications, and local arrangements. These cost-shared expenses will be recovered through a modest fee that will be charged to workshop registrants (anticipated to be less than $100).

Making Global Connections in Public Library Services

Customer Service With "CLASS"

LaTonya Foshee-Hatton and Gerald M. Schwab

Abstract: *Two staff members from the Columbus Metropolitan Library System in Columbus, Ohio, describe CLASS (Customers Leaving Appreciative, Satisfied, and Sold), a highly successful locally developed staff training program designed to enhance the public service attitude of library employees.*

Before defining what we mean by CLASS, we would like to spend a few minutes explaining how and why CLASS was formed. About five years ago the administration at the Columbus Metropolitan Library in Columbus, Ohio decided that the time had come to put together a customer service training program for our staff. Although our customers have historically received excellent service, we decided that there had to be some way to pull all of our experiences together and to present them in a way that would enable employees to learn from one another.

A committee of ten library employees, ranging from clerks through librarians, and from behind the scenes personnel to front line personnel, were called together to comprise this committee. This would assure that a broad range of experiences and a variety of perspectives would be contributing factors for our project. The end result of a year of hard work was a one day workshop we call CLASS – Customers Leaving Appreciative, Satisfied, and Sold.

Every employee of the Columbus Metropolitan Library, from clerical level to director, attends this workshop. It is made up of five modules that we will describe in more detail in a few minutes. The workshop takes place during one eight-hour workday. We serve a continental breakfast, and each participant receives a complimentary lunch, a notebook, a pen, and a note pad. At the end of the day, we have a brief graduation ceremony during which each participant receives a CLASS "Certificate of Completion" and a CLASS mug.

We do not rely entirely on the lecture format. We also incorporate the use of videos and overheads and we encourage interaction and discussion among our participants. Through questions generated and suggestions or ideas and techniques that have been successfully used by staff, we trainers have also gained a lot of valuable information. Many of the ideas that were brought up during our sessions are still being used today. So, class participation is vital. Exercises are also used to give hands-on experience in every situation.

Originally, it took a little over a year to train our 600 + staff members. We currently have one session every other month for new employees. We now have a pool of eight trainers, enabling two of us to conduct one session every four months. Needless to say,

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after five years, we are still very excited about CLASS. It has proven to be a very successful part of Columbus Metropolitan Library employee training. We have now modified our program to include our pages as well as our general aides. We would now like to discuss each module as we present a typical CLASS day. We will allow time for questions at the end.

The first module is entitled, "May I help you?" The focus of this module is – The first impression is important. It includes approachability, attire, attitude, body language, tone of voice, and positive greetings. We use videos to show examples, followed by videos of excellence for the skills that we want to encourage. Here is the video that we show for "May I help you?" [Video is shown.][1]

When we discuss accessibility, we point out the fact that the appearance of the library can make or break your effort to make a good first impression. Just as we saw in this video, there are sometimes problems there. We use the videos to point out issues that we have seen in our own and in other libraries or that have come up from time to time.

During this period we lecture and encourage group discussion about what we can do as service providers at the library to maintain positive looking public service areas. We emphasize factors such as uncluttered desks, attractive displays, clear signage, and a generally neat and clean public area.

We also talk about facial expressions in this module. We advocate smiling as an easy way to make a positive first impression. When we talk about attire, we share this overhead with participants. [Overhead displayed.] We pose the question, "What impressions might be formed by someone if they're being helped by a library staff member who is either overdressed for their position or someone who is underdressed?" We provide lots of opportunities for people to discuss how they see attire affecting the level of service provided. We also acknowledge that attire is dependent upon where you work and whom you serve. That is very important. At the end of our discussion we emphasize the fact that everybody is expected to be clean, neat, and wrinkle free.

As we move deeper into our discussion of approachability, we give participants four tools that we feel are effective. These tools are attitude, body language, tone of voice, and words. We ask each of participants to take a moment to look at this overhead and then to take a little quiz. [Overhead displayed.] It helps them contemplate whether they have issues with positive thinking, willingness to make an extra effort, and if they are open minded and deriving satisfaction from helping others.

We do not ask them to share their answers with us, but we have them use this as a way of gauging where they are in their own customer service profiles and of identifying areas where they might want to improve. We know that behavior and attitude go hand in hand. We know that a bad day can adversely affect our customer service attitude. If we use positive service skills, even when we are not having a good day, those skills will begin to make us feel natural again. We call that bit of advice "feel it, or fake it". Even if you are not having a good day, if you go through the motions, you will be more likely to improve the day.

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[1] Video is a part of the CML CLASS manual, which is available for purchase by contacting Wendy Ramsey, staff development coordinator at 614-645-2800.

Body language is the second tool that we talk about. We focus on key body language. This includes making eye contact, smiling and facing the customer, and letting them know that you have continued interest in helping them. We also lead a discussion on body language behavior that should be avoided.

The third tool that we use is tone of voice. We stress the fact that 30 to 55 percent of the meaning of a message comes from tone of voice. If we do not use that properly, it may get in the way of the positive first impression. Some of the things that we can do to improve the probability of a favorable first impression include listening to speech patterns, responding accordingly, and enunciating clearly. We should pause when searching for words rather than saying "ahem, yeah, you know what I mean." These types of responses do not convey confidence to customers. We also point out that a smile affects your tone of voice in a very positive manner.

The last tool that we have is the words we use. These can help create a favorable first impression. At the end of this section of the morning session we show the new and improved version of the video shown earlier, with the changes that we have suggested. Notice the differences. [Improved video shown.]

The second module of our program is called "What I heard you say is..." During this module we discuss the importance of communication. It has been found that 80 percent of all business related problems are due to unclear communication. We talk about active listening. Becoming a better listener and communicator will make you more promotable, improve your problem solving ability, improve your working relationships, increase your self-confidence, create efficiency, and can prevent embarrassment by unnecessary and sometimes costly mistakes. I heard on a radio program once that, as a nation, we are losing our ability to listen actively. We spend too much time planning what we need to say next, and do not get the message that is being sent to us.

Everyone strives to be a better writer or a better speaker, yet rarely do we strive to become better listeners. Let's take a look at the video that we present at this point. [Video is shown.]

You see, that is what everyone goes through in the communication process. We divide this process into four parts. The first is hearing the message, the second is interpreting the message, the third is evaluating the message, and finally we respond to what we think we have heard.

We also include tips on using the telephone in this module. Sometimes we take our telephone communication for granted. It plays a major role in our customer transactions on any given day. Because of that fact, we rely solely on our words and tone of voice when talking on the telephone. We decided that this would be an excellent opportunity to touch on the techniques that work best. For instance, Jerry spoke about the importance of smiling. We stress smiling for telephone communication as well, because smiling completely changes your tone of voice.

We conclude this module with a discussion of phrases that promote customer satisfaction. Instead of focusing on what we cannot do, we encourage our staff to focus on the things that we can do. For example, when a person comes into one of our locations, and he or she needs to check out an item but does not have a library card, or any identification, and they have to have that item that day, rather than say to that customer, "I'm sorry I can't issue you a card," or, "you can't check out," we would say, "I can hold this item for you until the end of the day. If you would like to go back home and bring something back with your name and current address, then I'll be happy to issue you a library card."

Again, as customer service providers, we want to emphasize what we can do, by accentuating the positive and eliminating the negative. At the end, we show an improved version of our video. [Improved video shown.]

After we show the videos in our program, we allow our participants opportunities to comment. We don't just show them and move on. We allow chances for feedback based on what has been observed and based on the message that we're trying to get across. Then we discuss the improvement as we watch the revised video.

The third module of the day is one of the most important for us – "Customer satisfaction begins in the workroom." We concentrate on providing our internal customers, our colleagues at work, with the same outstanding service that we provide to our external customers. It is stressed in this module that we are all part of one team and we can only benefit by treating each other with respect and patience.

During this segment the group goes through an activity in which we make a list of all of those in our system who are involved in obtaining a book, from the time it is ordered to the time it reaches the library shelf from which the customer can borrow it. That does not mean a long listing of people that the participants don't know or hadn't thought of as being involved in the process. The idea is that the final list shows that everybody in the library system has an impact on the service that we provide to our external customers. It's an amazing exercise, because up until that point, many of the participants did not think of the library system as an interdependent group in pursuit of a common goal. We use videos in this section, so we will go ahead and show you what is seen. [Video is shown.]

Cindy, the main character in this video, is going to be in a much better mood now when she goes out to help that customer, isn't she? One of the things that we also do is to talk about internal communication during this module. As you all know, the telephone is one of the best ways that we have to communicate with each other. It is also a very significant part of our service in a library. We use it all the time to answer reference questions and to make referrals. We also focus in this section on when you are connecting a call to another location. You must appreciate the time constraints at the other end of the line so that you can communicate more efficiently. At this point we also discuss e-mail and cyber etiquette.

An important dimension of internal customer service is the recognition of co-workers. Our committee has developed a form for internal recognition that is now used system-wide. We also use this CLASS "I'd like to commend form" to acknowledge special actions by our co-workers. When recognition is warranted, a copy is sent to the individual or to the group who is being commended, and the original goes back to that person's supervisor. Not only do we acknowledge the people who have done good work, but we also acknowledge the people who have appreciated the good work. Mutual recognition is something that is involved in fostering good team work. If we acknowledge when we are getting good service from our co-workers they appreciate that as well.

[Improved video is shown.] One of the things that we point out when we show that video is that it takes less time, even if we are busy, if we show patience with our co-workers.

We call our fourth module "Take time to know us." We discuss people with special needs. People with special needs includes our aged, mobility impaired, those who use English as a second language, people who are visually or hearing impaired, and people who have developmental disabilities. We also include latchkey children and people who may be homeless. The latter groups are discussed in this module because we discovered that many of our staff members were uncomfortable helping those groups. They did not know enough about them. We found that there were lots of stereotypes that we needed to eliminate in order to provide excellent customer service.

What we stress over and over again in this module is that we should always put people first. Let's take a look at a sample video. [Video shown.]

We are stressing people first, but we are also stressing patience in working with people with special needs. As customer service providers, we need to be aware of the differences that people in these groups have. In order to do that, we go through a series of sensitivity awareness exercises. Participants learn not only that there are differences among these groups but that there are lots of similarities.

To give the staff a feeling of what these individuals encounter on an average trip to our libraries, we came up with six activities. The participants are divided into groups and they take part in a group activity that will give them an idea of what people with various special needs go through in a given circumstance. For example, participants who might fall into the mobility impaired group are asked to maneuver through double doors carrying books or other objects, while using a walker or wheelchair.

Participants who fall into our aged group are asked to put on a pair of glasses that would interfere with their vision and a pair of gloves to inhibit dexterity. We then ask them to break through a straw, and then to complete a library card application form. This is quite difficult to do because of the interference of the gloves, the straw, and the glasses. How often do we have people coming into our libraries needing library cards who cannot fill out an application form?

In these small group sessions, participants discuss their experiences as well as any other limitations that people with special needs may have. They are given the task of coming up with techniques that will work in communicating with their groups. They are providing customers with the services to which they are entitled. After reconvening, each group selects a spokesperson to share their discoveries so that everyone can learn and benefit from others' experiences.

This module has been a very popular part of our workshop. We ensure that everyone knows that we are not doing any of these activities from an expert perspective. We do not imply that this is exactly what it is like to have any of the disabilities. However, the activities do provide everyone with a lesson in empathy, and people find that their comfort levels are enhanced.

This is also a time when participants share experiences they have had. They discuss things that have worked, as well as things that have not worked. Staff leave the sessions feeling less anxious about helping people with special needs.

One of the biggest problems that we have in Columbus is children. A lot of staff are not comfortable working with children. Some staff will say "You can't behave like that in the library," whereas other staff will say "This is the way we do it in the library." What we try to do is get a happy balance, where everyone is comfortable in our library. Let's take a look at another video. [Video is shown.]

In your small group sessions, each participant will find a page like this in the notebook. It gives a brief overview of the group. There is a descriptive guide that some area of the group may experience, and in their small groups that come up with techniques to use. In our typical training session, we try to rotate the groups so that the participants have an opportunity to try an activity. However, if we do not have enough time to do that, we sometimes use flip charts with Post-it® notes on the back. We adhere them to the wall so that participants can walk around and each group will discuss techniques the previous group had suggested for working with the people with special needs.

There is another thing that we did not tell you about the videos. As we move from module to module, we try to incorporate the idea that skills are built, they don't just move from "May I help you?" to "Meeting the challenge." Each time there is an improvement it is incorporated into the behavior that we have been discussing as the day progresses.

Our last module of the day is one of the most important for us. It is entitled "Meeting the challenge." It deals with that 2 percent of our customers who cause stress and anxiety. These are challenging customers. We actually start this module, with this video. [Video shown in which customer refuses to pay overdue fines.]

Have you ever had anybody like that? After this video we generate a list of all the customers that challenge our ability to serve. Sometimes it is a very long list, but it is a good exercise because it helps people see the wide variety of challenging customers we encounter. Then we point out the fact that all of our challenging customers fit into one definition. A challenging customer is a customer who exhibits behavior that challenges our zone of comfort. Then we go on to differentiate between upset customers and difficult customers. An upset customer is one who is upset because the service they received is below their expectation. These are basically rational people most of the time and they are temporarily upset usually over one particular instance.

A difficult customer is one who has a psychological need to get attention by disruptive or negative means. They are chronically hard to communicate with. Their behavior is the same over and over again. It is also the same wherever they go, the grocery store, the clothing store, or the post office. They treat everyone the same way. Our goal during this module is to share skills and behaviors for dealing with those upset customers because these are going to be the people who come back and act rational again.

We share techniques for coping with the difficult customer with our staff members to help those who have encounters with these types of people. We cover both situations that are fairly uncomplicated and those that are extremely troublesome. One of the essential elements is solving those troublesome situations and we use this overhead to illustrate one approach. There are stages for solving customer complaints. We encourage participants to take these six steps when striving to satisfy an upset customer.

First, we have to value the fact that the customer has brought a problem to our attention so that we can fix it. Second, we acknowledge their frustration or the emotion that they exhibit. Once we acknowledge their emotion, we are going to be able to move on to a solution. We can apologize for any inconvenience that has been experienced. Then we can ask, what can we do to resolve this situation. We end by letting the customer know what action will be taken and we have to follow through with that. One of the things we do is to ask whether the solution takes care of this concern to the customer's satisfaction. I have been doing difficult customer service for the last six years and these steps work really well. They make my job easier.

Not every step will be used every time, and not necessarily in the same order in every situation. You may suddenly realize that this step is more appropriate in this instance or another step will be more effective with a specific individual. However, you will still have the same basic framework to call upon for every situation. I train new staff with these tools and offer them as resources that have proven to work.

We end this module, and the entire day, with "Ways to reduce stress." The examples that we have are not limited to things such as taking a one minute vacation or doing desk aerobics. We have people who say they want to throw a party or talk it out with a co-worker. Sometimes listening to somebody is really helpful. Laughing or taking a walk are also good ideas. All of these suggestions are helpful for reducing stress, and there are many good solutions for reducing stress, based on each situation. But the final message is the same. Be good to yourself and be good to your coworkers. Recognize the stress in your coworkers, and try to help them reduce it. At this point we show the final video with all the improvements that have been made. [Video showing.]

One of the interesting things to note about all of these videos is that when we were developing them, we didn't realize that many things happen repeatedly. Very often you can actually see the participants seeing situations either that they have experienced or they have seen coworkers experience. All of a sudden they see some of the skills put into practical application and it works very well.

We reinforce the skills and behavior shared in CLASS in a number of ways. On the first day of training, each new staff member is given an observation form and asked to observe a veteran staff member who has applied CLASS skills. That way the new staff member knows what our public service expectations are for our patrons, and they know what they need to strive toward. When we interview people we give them an overview of what the CLASS system is and what the library system's expectations are. Within five months, the new staff member takes the CLASS training session, and after a five month evaluation, a supervisor will use one of the observation forms to review their performance.

We realize that situations vary and we try to make these observations as easy as possible given the time constraints on both the staff members and on the supervisors. It takes me less than fifteen minutes to do an observation. This form can also be used for peer observation, because improving our own skills depends on seeing those skills used by someone else. We all learn from that as well.

The floor is now open for questions. Thank you very much for your attendance and your attention.

Fund Raising – Library Development 101

Phyllis Hodges

I work at the National Urban League where I am the Director of Prospect Research in the Office of Development. My primary goal is identifying and performing stewardship on perspective donors as well as maintain information on current donors.

I will start my discussion on the current status of the philanthropic community and begin with a little background on fund raising, and I will illustrate this by giving you a sense of just the statistical numbers on funding groups. Fund raising is not new to librarianship. Library development has been on the scene for some time, but with budgetary constraints as well as the redirection of financial support from individuals, the level of creativity has increased within this area.

Here's a major point – When you do fund raising and you are reading guidelines and having interactions and dialogues with perspective funders, it is important that you read and follow instructions to the letter. Oftentimes, you did not receive your funding because you did not follow instructions.

Background

This is a discussion about libraries and fund raising, but you should have an understanding of the present state of philanthropy. In 1996 the total giving to all types of causes was $150 billion plus; corporation funded $8.5 billion; bequests funded $10.46 billion; foundation funded $11.83 billion and individuals funded $119.92 billion[1]. Those are big numbers and they sound very impressive because they are. During this year, nonprofits worked hard, possibly more so, to protect their interests and those of their constituents. At the same time their fund raising efforts were highly successful. Contributors continued to support nonprofits enhanced by a strong economy, real income, and stock prices; although increases in assets and incomes did increase giving to annual campaigns. Increases in giving were likely dispersed unevenly among the nation's charities just as individual contributor's experiences were mixed. So in other words, it primarily says that your foundation, your corporations and your bequests were distributed based on those particular likes and interests. Individuals in turn had to think twice about where they wanted to place their monies and they were selective.

The big winner, in terms of dollars, was religion, receiving $69.44 billion, which is an increase of two points over the overall giving of 1995. The next largest winner was education with $18.81 billion, which was approximately the

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same amount as 1995. Libraries fall in the category of education – we do not have a separate category, we are all under the same umbrella in that regard. Health organizations received $15.03 billion, which reflected a 1.2% increase as a percentage of overall giving.

Human service organizations received $12.16 billion or 8.1% of giving which is approximately the same also for 1995. The arts, cultural and humanities organizations, received $10.9 billion, which is slightly more than they received in 1995. Gifts to foundations listed as $8.27 billion, reflecting an increase in the overall giving dollars in 1995. The public society benefit organizations reported an increase of 0.1%, or $7.57 billion. Environment and wildlife received $4.04 billion, which reflected a decrease, they lost money and you would think that they would have gained with the concern about pollution to our wildlife and animals.

International affairs received $1.89 billion, also reflecting a decrease. Donors realized that nationwide we need the money here in the U.S., although internationally, the needs are great as well. As you can see the overall giving patterns have fluctuated within each prospective area.

It is essential that librarians look at this with a very forward and positive outlook, and not just as a problem or reactionary – we have a problem, we have to raise money, let's handle it. Your approach should be appropriate and you should plan ahead. There was one thing that was said while I was a staff member at UNCF's capital campaign – Campaign 2000 - and I never thought about it because it was my first fund raising experience. It was repeated to us as prospect researchers for the information we were trying to gather: **Donors do not give to needs, they give to opportunities.** That goes hand-in-hand with your institution, not just as a tax benefit but as an interest to the perspective donor of your institution. Donors like to see if an institution is using the money as you said you would use it, and also, how the community is involved with you, and what is going on internally with your institution. **Donors do not give to needs they give to opportunities**.

Development is a field in which the personalities of the librarians and the prospective donors play crucial roles; however, there are no hard and fast rules on fund raising. In some situations it is catch as you can and trial by error, but I strongly suggest that you read as much literature as you can, join associations and interact with professional fund raisers as much as possible. The more that you can glean and you can learn, then the more you will profit for your institution.

The Nature of Fund Raising [2]

You might believe that fund raising is a form of begging; or, you might think asking for money is distasteful; or, that you did not become a librarian to ask for money. Nevertheless, whichever your views are, there are several factors that one should consider before embarking and accepting a role in fund raising. As information professionals we are comfortable in our particular roles, however, there are three areas that have a direct impact on the success or failure of a library fund raising program.

The first is fear, the second is value conflicts, and the third is leadership.

The Fear of Fund Raising

Participating in fund raising roles on various levels can be uncomfortable for someone who has never performed the action or who does not perform the action frequently. Some of these fears to consider include: the fear of failing to raise the money, fear of being turned down when asking for the money, fear of not being accepting socially by the donors of whom you will be in contact with, and fear of prostituting yourselves. Fear is a natural phenomena.

Failing to Raise the Money

Librarians can overcome these concerns on how to raise money by collaborating with the development officer on several cultivations, from the beginning to the end. The development officer can provide guidance and insight on fund raising issues and trends that relate to the field. The development officer can accompany the library director on cultivation meetings for support. What you are basically doing is establishing a road map, planning from beginning to end on how you are going to raise the funds for your particular project: What is your mission? What is your goal? Who will be your constituent body if you are trying to develop one, and who is out there in the competitive field asking for the same money that you are asking for? and What is going to make that particular donor give to you over someone else?

Fear of Rejection

The library director can rest assured that when a donor of a funding institution rejects them; it is not a reflection on them personally, so do not take it personally. The donor is responding to the request of your organization and you are representing your organization, library or institution.

Fear of Social Acceptance

The librarian's intellectual assets can actually enhance the fund raising results. As librarians, each and every one of us has to maneuver and read through various reference sources, interact with our patrons, and think about how we have to regroup our limited budgets and stretch it to the fullest. We have to be very creative in these aspects, so we should really use these and the many other assets we possess toward steering the outcome. As librarians we have the power of our positions and the prestige of our various institutions. These qualities will assure a reasonable level of social acceptance and will prove greatly beneficial to fund raising efforts and over-all efforts in general. Now as far as the last element is concern, it falls under the category of unethical actions.

Prostitution

The concern of prostitution falls under performing unethical or sleazy actions related to fundraising. Always be above board, have your expenditure/revenue numbers current and be able to justify how you spent the money, the actions that took place, who you interacted with, and always keep your receipts. All of these aspects are very very important. The same way many of us have to monitor our household finances, and keep all government stipulations in mind when reporting to the Internal Revenue Service. Well, keep those similar thoughts in mind, because in addition to the Internal Revenue Service, you will have to answer to your donors. Oftentimes, you have to account to your trustees or your board of directors, because they have fiduciary responsibility for the organization.

The bottom line is directly related these principles[2]: 1. library fund raising seeks consensus between the donors wishes and the library's needs;' hence, it should be perceived in an open ethical balanced situation; and, 2. fund raising is judged to be successful when it results in gifts that contribute to the strategic vision. That is very important for the library. Gifts should free a library to achieve its goals rather than hamper or distract from its mission. Because of our human nature we tend to allow personal views, beliefs and/or values determine our perspectives on decisions, however, in fund raising it is important to curb our personal perspectives, and this I strongly suggest you should do. If you do not particularly care for the donor, foundation and/or corporation for instance, say a tobacco company, and your organization sees an opportunity to receive a substantial amount of money, then you have to be creative to focus on that goal and your organization mission. If you personally really have that much of a problem then you need to pull yourself away from the particular donor. Always remember to maintain tactful neutrality when meeting with prospective donors. Use active listening techniques, observe body language, and do your homework about the entity. Most important, if you do your homework, all the rest of it will be somewhat easier. Remember to establish common ground with the prospective donor. Do not measure the library's cause against another in which you personally believe strongly. Librarians cannot let their personal estimates cloud the comparative cause because it invalidates the library's cause. Remember that is why you are doing what you are doing. This money is not coming to you directly; it is for a particular program, for brick and mortar, for a special collection, or for cost-effective library equipment.

Leadership

There two kinds of leadership, there's leadership within an organization and, leadership from outside an organization. The leadership within the organization is in connection with fund raising; I am referring to the library director's vision, purpose and sense of mission. If there is a clear vision, purpose and sense of mission, which is very important, this can motivate the donor to give to you and your organization. And they in turn might be able to join your board/trustees and help solicit funds from their colleagues. Money talks to money, so they in turn can be a benefit to you. As far as the library director and the development staff, they can achieve best practices when there is a partnership between them. The library director is a key player in the library's fund raising program and in establishing a fund raising plan. The development officer makes sure that all necessary tasks are completed – follow-up, thank you letters, and proposals (writing, completed, mailed or Federal-Expressed) on time. The library director's vision is also the reason that you are doing this solicitation or the institution or the President; but all departments work as a team in executing a successful fund raising effort.

There are two types of gifts – annual gifts and major gifts. Annual gifts are made each year up to $5,000. That means if you are solicited via direct mail – at Christmas time we are overwhelmed with various charities asking us to give $5, $10, $50, and $100 – that is fine. A letter or request is mailed out to the donor each year during the same period. If you do this on an annual basis you are participating in that organization's annual program.

Solicitations can be by the telephone, direct mail, or by volunteers or staff. By sending frequent press releases and newsletters, you are keeping the donor informed on how your gifts are helping their local library. Sending invitations of events at your library also makes the donor feel a part of your library and lets them know how much you value them and how their gift played an important role in your library.

Major gifts are a commitment of significant resources that may be pledged in installments. The form of these gifts can be cash, appreciated access, which could be in terms of stocks and bonds, real estate, or a planned giving vehicle. These solicitations can be done over time depending on the donors' circumstances. Solicitations are usually one-to-one and often with a fully developed proposal which should include, the organizations' mission, goals, objectives, purpose of the particular funding, who will benefit from the funding, a realistic timeline, and sources of additional funding which oftentimes is a plus, because funders can see who else within their particular donor community is giving money. It should also include an approximate budget. The budget will not reflect the exact dollar amount, but if you have done this before, you have a better estimate of the monies that you will need. In that budget you have to include your equipment needs, your staffing needs, and operating needs.

Friends of the Library[3]

There are various reasons to establish a *Friends of the Libraries* group including money, services, public relations, advocacy and community involvement.

Money – Friends of the Libraries groups have traditionally raised funds for projects and acquisitions in excess of the general library budget.

Services – They may substitute members for specialized staff, hands on help or in-kind support made available through connections of the business community.

Public relations – Each friend is a walking public relations vehicle, if they like the activity that is going on in your particular institution, they will tell someone, and they will tell someone, and so on. Each event, media mention, public activity, advocacy effort, or community involvement adds to the library's stature. Besides, volunteering their time, they can share their areas of expertise.

Advocacy - Friends of the Libraries groups can be advocates when there are budget cuts from a municipal entity; they can lobby on behalf of your library and let elected officials know that the institution provides vital services and who benefits from them. An informed Friends group with a current materials-selection policy can nullify increasing assaults on library collections by interest groups seeking to impose their particular views on communities.

Community Involvement – An organized Friends group is essentially validating the library's importance to its community. The group members' increased awareness of the collections and inner workings of the library further strengthens their ties to the institution.

Top Ten Rules of a Successful Friends Group[3]

According to The Friends of the Library U.S.A., The Top 10 Rules for Successful Friends Group are:

1. The library director must be in favor of a Friends group. If this is not the case, do not proceed any further.

2. The library staff must be willing to work with the Friends group, at least that part of the staff that comes into contact with the Friends group.

3. Once the group is organized, all parties involved must realize that a time commitment is involved and a successful group is no accident. The activity level of the group will determine the amount of time involved, for example, if there is only one book sale a year, there will be minimal time involved with the group.

4. The library must agree on which of its resources (space, staff, paper, and equipment) will be used by the Friends. This must be outlined and written out.

5. A committed core group must exist. It may be only two or three people, but if they are committed, that is half the battle.

6. The authority to which the library director reports must recognize the Friends group. This means the administration, executive director, or president, etc. must recognize them as well.

7. Communication must be open in the library community; the Friends can not have an exclusionist policy. They are inclusive to your community and your staff. If it is written out in the beginning, there will be no questions later about their involvement.

8. All those involved in the Friends group must realize that this group does not make library policy, that is the function of the trustees. Trustees and Friends have separate functions, and a liaison must be developed between the two groups.

9. The library must decide in discussion with the Friends group, the roles that the group is to play (advocate, social, fund raising, etc.). These roles will change, as needs change, so they should be reviewed annually.

10. Money raised by the Friends group must be disbursed by them as they see fit according to the information on the libraries needs provided by the library director, the trustees or the trustees liaison.

Prospect Research

Prospect research is defined as the process of collecting, confirming and maintaining information on fundraising donors. Prospect research along with a strategic plan increases the success of a fund raising program. Knowing how to find information, having good research skills and online searching skills are important attributes for prospect research. The online industry, once the sole domain of professional librarians and information specialists, has opened up to end-users allowing researchers direct access to computerized database systems. Prospect research is the backbone of any annual or major gift fund raising program. Know the prospect's dislikes, interest, wealth, corporate affiliations, community affiliations, and family history. As a prospect researcher, there are "Five I's" that I refer to for a solid foundation for the major gifts program.

Identifying potential donors is predicated on the research that is collected. A donor prospect must have either personal means to give money or contacts to access other people's money. Information is where the researcher learns about a foundation or corporation and comes to know a whole person – individual tastes, values and interests. For instance, when I said money speaks to money, if your CEO or president is going to have a meeting with a large company or potentially wealth donor, the prospect researcher gives them the information they need, so the solicitor can speak with a level of intelligence. Interest is a key element, not so much in establishing trust and commitment, but the showing that the person has some interest in your institution. Successful organizations offer donors opportunities not only to meet the needs of others, but also to find personal fulfillment at the same time. Giving, whether it is of time, talent or treasure, should provide opportunities for donors to pursue an interest, fulfill a dream or leave a mark in the world. Involvement is not just for community volunteers, but it also includes the wealthy, individuals from corporations, and persons from foundations. If these donors are involved with your particular activities and/or programs, they can see and talk with those who are benefiting from your services. If you invite them to events at your library, they see first-hand how monies are used, how committed the staff is and how involved they think that their entities can be with you at your library. Involvement encourages meaningful relationships. Investment is the key element in the fund raising process. After the donor has been identified, informed, and involved in ways that are of interest to them, there is a good probability that they also will be willing to invest their financial resources generously. It is not a guarantee that you will receive large funds, but it will guarantee that you will receive some level of funding for your particular project/needs.

These five steps are a continuous cycle in developing and nurturing a person who is involved and committed to the library's mission. A significant portion of the library director and development officer strategy should be directed toward leading the annual and major gifts program through the five steps.

Stewardship

Once you have identified and begun the cultivation process with a donor, it is imperative that stewardship is the primary research tool implemented. It is critical that a file is kept and events documented regarding donors and the cultivation outcome. The development officer is responsible for keep the record/data on the prospect current and up-to-date. As well as, purge or convert this data as necessary, but consistently.

A database should be formed (Microsoft Access or Fundraising Software), records should be kept, and referred to prior to a major gift solicitation. Oftentimes there may be a new library director, or a new executive director and it is their responsibility to review all files to comprehend the history, if any, with the donor. The files should contain all data regarding internal/external relationships and gifts. By reviewing the donor files the library director can prevent discussing sensitive topics. It is truly important that the library maintains good stewardship of all correspondence, files, thank-you notes/letters and any material related to the particular donor.

In closing, there are several important attributes in any fund raising venture - plan, communicate, maintain files/records, but, always say "*Thank you,*" at least seven times per year.

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Making Global Connections in Academic Library Services

Academic Outreach: From Coast to Coast: The National Black MBA Association Experience

Em Claire Knowles, D. A.

Abstract: *The implementation of successful library components for academic outreach to high school and first-year university students.*

During a professional retreat, I expressed my interest in reaching young people and turning them on to the benefits of using libraries, and becoming library information professionals. This is a group worthy enough to help us better represent and serve our nation's diverse population. A colleague of mine, upon recognizing that I held master's degrees in library science and public administration, and a doctorate in library administration, suggested that I join the Design Team, a planning committee for the Leaders of Tomorrow, a youth mentoring program of the National Black MBA Association.[1] The National Black MBA Association was founded in 1970. It has supported Black business professionals by offering managerial skills and entrepreneurial development, and career changing networking opportunities. Currently, there are over 4,000 members in 35 chapters and one London affiliate.[2] By working with this group, I could use my credentials more and accomplish my objectives of reaching out to young adults in high school.

The National Black MBA Association had many discussions about developing a mentoring program for high school students. It was in 1990 that the first Leaders of Tomorrow program emerged. Members of the Boston Chapter of the National Black MBA Association led the way. The Boston Chapter decided that there was a need to extend not only support to graduate and undergraduate students competing for scholarship awards, but also to develop a component to reach the next generation of youth. They worked with representatives at headquarter offices of the National Black MBA Association who located sponsors, hired staff and distributed materials to other chapters to recruit students. The kick-off event occurred in New York where approximately fifty students participated.

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[1] Promotional materials are available upon request from the program manager of the Leaders of Tomorrow, National Black MBA Association, Inc. National Office, 180 North Michigan Avenue, suite 1515, Chicago, IL 60601. Telephone 312-236-2622, extension 47.

[2] Ibid.

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Leaders of Tomorrow Program

The Boston chapter of the National Black MBA Association took the lead in developing criteria for the selection of students for the mentoring program. There are a number of programs that identify bright young people with grade point averages of 3.50 or better. The Boston Chapter decided to seek youngsters in grades nine through twelve with leadership potential and who achieved grade point averages of 2.00 to 3.00. This group represented gifted Black students, for the most part, who often go unnoticed. African American high school students were, and continue to be, selected based on an essay competition, leadership potential, and grades. Currently, other high school students of color are being invited to apply for the Leaders of Tomorrow program.

The Design Team, consisting of Black professionals from all over the United States, developed a cadre of exercises for students to sharpen their skills in both business and personal situations. These exercises covered the skills of management, negotiation, job preparation and presentation, coping and research/ technology. I joined the Design Team to plan for the 1993 annual conference in Atlanta.

Research Skills

My role was to devise activities to support the research/technology skills. This program focused on developing basic research techniques for high school students and useful tips to be used in college libraries. An extensive question and answer segment was also included to allow more student participation. A plan was devised to minimize putting students on the spot, or having no one raise their hand. I began the segment with a request of all students to write a query of interest to be covered during my seminar. This is my old technique to plan out one's teaching session and in the end answer questions throughout the session. Surprisingly, students were very eager to participate. Students asked questions about where the first library was established, how to order Black book titles for their library, and how to get the librarian to acquire more contemporary books.

At the end of the segment, I would hold a raffle to give away books, t-shirts, note pads, mouse pads, and other mementos to serve as reminders of library research/technology skills. Over the years, the raffles have become popular because no one leaves empty handed.

The physical layout for the presentation was similar to typical hotel/conference surroundings; a large conference room with tables to accommodate eight to ten students. The group was usually divided so that each session accommodated half of the group of students. Also, during the first year, I contacted a librarian colleague in the area so that she could assist with the presentation and/or monitor the students. I thought it was necessary to be attentive to the mood of the students during each of the sixty to ninety-minute periods. The number of students would vary from year to year; ranging from fifty the first year and up to as many as one hundred in following years.

During my first year of involvement, I prepared a broad based, comprehensive handout on library skills. It featured key words for searching the periodical literature and the online catalog, and it addressed both Dewey Decimal and Library of Congress classification schemes. This was followed by a demonstration of the use of the library catalog. In the first year we were able to connect to the University of Chicago library catalog. Then there was a review of popular young adult book titles, and finally, the drawing for mementos.

In the subsequent years, I modified the library research/technology skills because there was a sizeable percentage of returning students, and because of the changing demands of the overall program. During year two in San Francisco (1994), the presentation focused on the use of research in developing a business plan, and a student panel discussion of young entrepreneurs and how they got their information. In the third year in Boston (1995), there was a review of library research skills and tours of five branches/sections of the Boston Public Library; and, year four in New Orleans (1996), there was an extensive tour of a historical Black college, Xavier University, and its academic resources, including the library, and a distribution of a book titled, The African American Olympians through 1992, published and donated by Libraries Unlimited, Inc. In year five in Dallas (1997), IBM provided equipment for a demonstration of how to surf the Internet and for a discussion of search engines. Each year the program becomes more and more rich. This richness is dependent on the city, the resources, the sponsors, and the students' needs.

There are still ways in which the library research/technology segment could be improved. For example, there could be more focus on the effective use of the Internet with emphasis on its limitations. More references should be made to traditional resources and/or other library research resources should be given more emphasis. I firmly believe that it is necessary to remind students that the Internet is just one component of the research/technology skill set. However, these imperatives need to be reinforced with other members of the Design Team so that they too can support sustaining the research/technology skill component in consideration of a librarian's perspective. I would also like to encourage the Leaders to consider taking the lead to establish library clubs at their respective schools.

During the interim months, the Leaders participate in monthly sessions with their respective chapters of the National Black MBA Association. These sessions help to hone skill sets and further the students' understanding of the importance of high school, college and life long learning. This provides an opportunity for parents to become involved in the students' learning and supportive of their goals. The students are also better prepared to apply for the following year's program.

Benefits of The Overall Program

The Leaders of Tomorrow is a program existing inside the framework of the annual conference of the National Black MBA Association. For the most part, the programs are separate, similar to the Youth conference at the National Conference of African American Librarians (NCAAL), sponsored biannually by the Black Caucus of the American Library Association (BCALA). The students in the Leaders of Tomorrow program are provided with an opportunity to interact with mentors during meals and exhibit visits. The Leaders are also able to utilize some of their training throughout the conference. All this learning is culminated at the final banquet, an event for the announcement of scholarships and recognition of students, including graduate, undergraduates and high school students.

Communication, presentation and research/technology skills are put to use throughout the conference. For example, the Leaders may choose to address company representatives in the exhibit area about their interests for internships; and, the research skills acquired will prove to be helpful when looking for information on companies and personnel. Additionally, I am always delighted to learn of specific students' topical interests and the need for locating more information. Furthermore, all students are quite interested in technology and enjoy vying for laptops that are raffled off. The entire program has received nothing but positive reviews from students. For some students, this is the first time they have been exposed to flying, new cities, Black professionals, and new career opportunities.

The Future

The National Black MBA Association is always considering new directions. One consideration is to allow the alumni leaders to return and to become involved in the planning, leading and directing tenets of the Leaders of Tomorrow program. Thus, the skill set is reinforced and they become role models to the youth, and can demonstrate their own talents to the next generation of leaders, and proffer respect between students and adults.

A Possible Adaptation of a Mentoring Program for a Future Black Librarians Conference

There has been great efforts in developing this year's NCAAL youth conference for children ages 5 through 12, and I applaud that program. There is also a place for a Leaders of Tomorrow parallel program for youth ages 14 to 18. Such a program is worth considering for the benefit of pursuing possible replacements for our profession, or at the very least, educating our future supporters or advocates of the issues that we as library and information professionals face.

The Leaders of Tomorrow program can be used as a model. Our counterparts in the corporate sector, the National Black MBA Association, has already developed and implemented a plan. In fact, there is a manual and it can be made available for review.[3] Additionally, individual chapters of the National Black MBA Association can also provide their own expertise.

There is an interest among our youth. The Teenage Library Association of Texas (TALA) was notably active in the eighties. It was known for providing extracurricular activities for high school and middle school students which involved them in local library activities. The first purpose of the organization was to stimulate interest in library and information studies as a profession. Students in library clubs provided the traditional volunteer services and sponsored members at district and state conventions. At the conferences, they would hear speakers including well-known authors; and, compete in contests such as Quiz Bowl, a scrapbook contest—where the publicity for each school's library is documented, and/or a non-print media production contest. Students who eventually would attend graduate schools in library and information studies were eligible for TALA's scholarships.[4] The literature has also revealed that teens from Patterson High School, Patterson, Louisiana, and

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[3] Ibid.

[4] Fisher, E. M. et al. Recruiting the Underrepresented to Academic Libraries: Opportunities and Challenges: Report and Action Plan. Chicago, ALA-ACRL Task Force on Recruitment of Underrepresented Minorities, 1989, p. 24.

Assumption High School, Napoleonville, Louisiana, addressed the role of Black youth interested in the library and information profession, and the activities of the Louisiana Teenage Librarians' Association, an affiliate of the Louisiana Association of School Librarians. The high school students have participated in past National Conferences of African American Librarians and annual conferences of the American Library Association.[5] Tom Alford, the Assistant Library Director for Customer Services of the Brooklyn Public Library, recently launched a teen mentors program that could provide additional possibilities.[6]

Another component necessary for a parallel youth mentoring program is fund raising. We need to locate sponsors in our respective areas for funding travel, housing, and other aspects for the youngsters who participate in the program. For example, the National Black MBA Association has been most fortunate to have access to many sponsors of their national annual conferences. The Leaders of Tomorrow program is sponsored by Mars, Inc., the candy company. Other sponsors have included those whose products are geared to young adults, such as Reebok, Frito-Lay, Inc., IBM, and Hewlett-Packard. We, as Black librarians could also tap our own professional vendors such as *School Library Journal* and Brodart. These sponsors could also assist in developing a part of the program.

Nevertheless, we must make ourselves available as mentors to take high school students to various professional meetings, to the exhibits, and to make ourselves available to answer their questions and address their concerns. Finally, it is all of our responsibility to participate in this effort of reaching out; an outreach that can allow us to reach from coast to coast in pursuit of young people interested in our skills, our training and perhaps, our profession.

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[5] "Conference Program Schedule." Proceedings of the 1st National Conference of African American Librarians. Chicago, Black Caucus of the American Library Association, 1993.

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Bridging to Success: Library Instruction and the Summer Bridge Program at California State University, San Marcos

Gloria L. Rhodes

Abstract: *Many pre-college students, particularly those of diverse ethnic backgrounds, have been ill prepared to succeed in a higher education environment. Consequently, these students are doomed to fail without creative, pre-collegiate programs designed to enhance their academic, emotional, and social abilities. This study focuses on the efforts of the library instruction component of the California State University, San Marcos Educational Opportunity Program (EOP) Summer Bridge to equip information-impoverished students with the necessary skills to research, retrieve, and evaluate information. It is hoped that, armed with the appropriate skills, these students will be afforded a realistic opportunity to complete college.*

CSU, San Marcos Background Information

Founded in 1989, California State University, San Marcos (CSUSM) was the first public university to be built in California in more than 25 years and the twentieth campus in the CSU system. Operating out of temporary, leased office space for two years, CSUSM opened its doors to upper division undergraduate and graduate students for the first time in September 1990. The University moved to its permanent campus, a sprawling 304 acres located in northern San Diego County in 1992. Fully accredited in 1993, three years earlier than scheduled, the first freshmen students were admitted in 1995. At present, the rapidly escalating student body is comprised of 5,000 undergraduate and graduate students.

The CSUSM Library

Because of its newness, CSUSM students have access to modern science and computer labs featuring the finest state-of-the-art technology available today. Chief among its learning resources is Library and Information Services which houses more than 200,000 titles in multiple formats and serves as both a federal and state government depository.

Access to the library's vast holdings is provided by an electronic on-line public access catalog (PAC). Subject access to periodicals is available through print and electronic indexes. Media services provides access to nonprint materials including video tapes, video disks, audio tapes, compact discs, and slides.

To ensure that its students attain the skills necessary to maximize their use of the library's holdings, CSUSM offers a teaching program known as the Information Literacy Program (ILP). This highly publicized program, unique to the CSUSM campus, teaches students to identify, select, and access information relevant to their classroom assignments. ILP also provides library orientations, outreach to campus student groups, and various workshops for students, faculty and staff.

This article highlights the work of the CSUSM Outreach Librarian and a select group of pre-college students invited to participate in the Educational Opportunities Program (EOP) Summer Bridge transitional program. It should be noted that the cooperation of the CSUSM Student Affairs division was essential to the success of the program.

Summer Bridge Program

The Summer Bridge Program is a transitional program offered to EOP registered pre-college and transfer students. It is designed to provide academic support and personal development services to enhance retention for these first-year CSUSM students, most of whom are minorities as well as first-generation collegians. (See Table 1)

An additional complicating factor for these pre-college students is a diversity in learning styles and knowledge. It must be noted that pre-collegiate, transitional programs need not be remedial. Rather, the purpose of such programs should be to emotionally, socially and academically acclimate students to a major university environment during a period when campus life is least stressful (Howze 1995). According to its Mission Statement, the goal of Summer Bridge is to experientially assist participants in their transition to CSUSM through active learning by engaging them in course work and experiences designed to prepare them to succeed in an unfamiliar academic and cultural setting. The program participants are afforded an opportunity to become acquainted with the EOP administration and CSUSM faculty, staff, other students, and support services available to them. This select group of incoming freshman have an opportunity to begin the adjustment to the many aspects and potential pitfalls of college life prior to their first day of classes.

Table 1
Summer Bridge 1997 Diversity in Numbers

Ethnicity		Level		Gender		Special Admit	
Latina(o)	30	First	38	Female	33	Yes	23
African	9	Year	8	Male	13	No	23
American	2	Transfer					
Native	2						
American	1						
Vietnamese	1						
Taiwanese							
White							

Specific student needs were identified in the academic and emotional areas of writing, computer competency, mathematics, personal development, student support services, and library instruction with an emphasis on information literacy. As a result, a two-week, four-component program was designed to address those needs for the 1996 Summer Bridge participants. In 1997, a third week was added. The program components are:

- Computer Competency
- Library Information Literacy
- Writing
- Math
- College Success

Library Information Literacy

Kflu and Loomba (1990) assert that the mission of the academic institution is to give its students a quality education by providing a positive learning environment and stimulating social interaction with peers and educators. The college or university library is the ideal setting in which these goals can be realized.

It must also be noted that ethnically-diverse students, in addition to being perceived as information poor (Kflu, Loomba, 1990), also lack adequate library skills to succeed in the college and university learning environment.

To ensure the success of the library instruction component of the CSUSM Summer Bridge program, four primary factors were taken into consideration: (1) the role of the librarian instructor; (2) the diversity of the student participants; (3) the current level of library knowledge; and, (4) the incorporation of active learning.

Role of the Librarian Instructor

This author contends that academic library instruction is one of the most important tools available to boost retention among minority and first-generation college students, and that the role of the librarian instructor is crucial.

Hall (1991) suggests that the importance lies not so much with teaching style or content, but with "intangible qualities of personal rapport and empathy [which] play a vital role with the pedagogical paradigm." In working with students of color, affectivity, or the relationships developed between teacher and student—both inside and outside the classroom—are of the utmost importance if one is to establish the necessary relational connections that promote learning.

Information impoverished students, in particular, need to feel a sense of warmth and genuine concern on the part of the instructor in order to ease the transition from the high school or community college to the university level of academia.

At CSUSM, the desire to develop a comfort level between student and the librarian instructor was established by sharing with the class the goals and objectives of the library instruction component. Students were asked if they had questions or concerns about the component, as well as what they expected to learn about an academic library during the three-week, one hour per day program. Finally, the instructor escorted the students on a tour of the library to acquaint them with the physical layout and services offered. As a result of the initial interactions between the librarian instructor and the students, a bond of trust and genuine affection was established.

Diversity of Student Participants

Students entering academic institutions show variations in the following areas:

- Social relational skills, values, and characteristics
- Information-processing orientations and skills
- Communication patterns
- Learning styles and strategies
- Motivational Styles
- Psychological characteristics

(Anderson & Adams 1991)

In order to plan library instruction to meet the special needs of the CSUSM Summer Bridge students, the diversity factor had to be considered. Two key concepts were embraced: (1) ethnic diversity, and (2) diversity of learning styles and knowledge based on cultural background.

Ethnic Diversity. When broached with the problem of ethnic diversity, Fink (1991) incorporated an approach she calls "diverse thinking" into her bibliographic instruction sessions. This approach takes into account the varied learning styles of students from different backgrounds and suggests that a variety of teaching approaches may be necessary to reach everyone.

Diverse Learning Styles. Not all educators are cognizant of the fact that not all students learn in the same manner. As a matter of fact, the ways in which different students receive, process, and understand information can vary greatly.

As the CSUSM Summer Bridge participants were a study in ethnic diversity (see Table 1), the library instructor, experienced in working with diverse cultures, was able to embody approaches designed to appeal to each.

Library Knowledge

Most of the Summer Bridge participants arrived on campus with inadequate skills to locate, retrieve, and evaluate information. In order to effectively plan library instruction for these students, it was necessary to assess the group's knowledge of library terminology, services, and basic skills. On the first day of the Bridge session, students were required to complete a 47 - item Library Awareness Questionnaire. This assessment instrument was designed to help the instructor to determine the point of focus and level of library instruction.

Active Learning

Lee (1996) noted that today's students crave stimulation, personal contact, concrete specific information, and education about leading-edge technology. Consequently, these students benefit most from what is commonly termed active learning.

While there is no specific scholastic definition of active learning, the following characteristics generally apply:

- Students are involved in more than listening.
- Less emphasis is placed on transmitting information and more on developing students' skills.
- Students are involved in higher-order thinking (analysis, synthesis, evaluation).
- Students are engaged in activities (e.g., reading, discussing, writing).
- Greater emphasis is placed on students' exploration of their own attitudes and values (Bonwell, Eison, 1991).

To incorporate active learning methods, the Summer Bridge bibliographic instruction sessions were approached from both traditional and nontraditional perspectives. Technology based instruction was delivered in conjunction with the traditional methods of lectures and the use of the overhead projector.

In addition, students were encouraged to actively participate in the teaching process. At the conclusion of each new concept presented to the class, students were separated into small working groups and permitted access to the on-line public access catalog and subject specific databases to respond to specifically-prepared activity packets.

Other interactive instruction exercises included demonstrations on the various databases, a PowerPoint presentation on the history of the Internet, and various activities involving retrieving information from print and nonprint library resources.

Procedure

As a result of the questionnaire, it was quickly determined that among the forty-six 1997 Summer Bridge participants, less than half were knowledgeable of basic library information. This awareness provided the instructor with a base from which to develop a three-week library module with the optimum potential to educate the majority of the pre-college students to become competent academic library users and life-long learners.

The initial exercises involved activities with which the students were familiar and thus had some level of comfort. As a large percentage of the students had a least a rudimentary knowledge of the Dewey Decimal Classification System, the first learning exercise involved identifying different subject areas using Dewey numbers.

Students were then introduced to the Library of Congress (LC) Classification System used by most academic libraries, including CSUSM. At the outset, the students were unnerved by such an unfamiliar, and seemingly complex process for classifying materials. To ease their fears and restore their confidence, the LC lecture was delivered in such a way to encourage active participation. Various handouts containing detailed, in-depth information on the LC classification system were distributed and discussed.

The students were then separated into small groups and given a set of books. Each group organized their books according to the manner in which they would be shelved under the LC system. Lastly, each group was given an opportunity to share what they had learned with the class. The exercise was concluded with each group shelving their books.

To retain the interest of the students, current news topics, i.e. the Mike Tyson/Evander Holyfield ear-biting incident and the Mars Pathfinder voyages, were used to locate information in demonstration exercises.

The final days of class instruction included tips on effective search strategies, and the use of Boolean in database searching.

The three-week session concluded with a post-test to evaluate the program. It was determined that the EOP summer Bridge had accomplished its goal of providing ethnically diverse, culturally disadvantaged students with the appropriate skills to competently and confidently research, retrieve, and evaluate information in an academic library setting.

Course Evaluation and Comments

To evaluate the library instruction component of Summer Bridge, students were asked to do the following:

(1) Write down four things you learned from the Library Instruction sessions of Summer Bridge;
(2) Write down four things you enjoyed from the Library Instruction sessions, and
(3) What would improve your experience with the Library Instruction sessions?

Responses are included in Tables 2 through 4.

The consensus of the group was that the session was thorough, exciting, instructional and helpful. The pretest helped them see where they were in terms of library terminology and usage. The learning atmosphere was relaxed, stimulating, and organized. The library instructor was simultaneously knowledgeable and professional as well as warm and friendly in her approach to both the students and the instruction. The post-test enabled them to see how much they had learned about the academic library environment during the three-week session.

Table 2.
What Students Learned From Summer Bridge Library Instruction

1. How to locate journals and books through the PAC.
2. Understanding of the Library of Congress Classification System.
3. Library terminology.
4. Effective research techniques and accurate use of resource material.
5. On-line commands.
6. Boolean logic, Melvyl, and the Internet.
7. How to read call #'s (numbers).
8. Location of books, indexes, microfiche, and other resources
9. How to request information (Interlibrary Loan)

Table 3
What Students Enjoyed in Library Instruction Sessions

1. Group activities
2. Hands-on activities (listed on almost every evaluation).
3. The Internet
4. Library Tour
5. CD-ROM's
6. Learning about interlibrary loans.
7. Learning how the Library of Congress Classification system works.
8. Having the library sessions included in Summer Bridge.
9. The librarian instructor's enthusiasm.
10. Freedom to ask questions.
11. Examples of searches.
12. Step-by-step instructions.
13. Visual teaching.

Table 4
What Would Improve Library Instruction Sessions?

1. Test with the correct answers to keep for future reference.
2. Additional hands-on activities.

Conclusion

Information poor, culturally disadvantaged, and ethnically diverse students will continue to enroll in colleges and universities. In order to retain these students, steps will have to be taken to develop their information seeking abilities to assist them in succeeding in institutions of higher learning. Libraries, and in particular properly-prepared librarian instructors, can play a vital role in this process by focusing energy, resources, and personnel in the effort to overcome information poverty (Liestman, 1991).

The EOP Summer Bridge program at California State University, San Marcos is an excellent example of a pro-active, transitional program to provide ill equipped, pre-college students with diverse ethnicities and learning styles an opportunity for a well balanced acclimation into a major university setting. Participants, often culturally disadvantaged, have an opportunity to interact, on-campus, with faculty, staff, and other students prior to the first day of classes, developing social as well as academic skills. All components of the three-week session consist of experiential, hands-on, active learning courses and experiences. Library instruction is a vital component of the program, in that college students *must have* adequate library skills if they are to succeed in an academic environment. CSUSM Summer Bridge participants are afforded a head start in the academic setting, and a realistic chance to become college graduates.

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Connecting African Americans to other dimensions for life-long learning

Alice M. Baker and Yvette Pierce

After many years, discussions continue concerning the impact of new information technologies on society and the lives of people everywhere. Equally, there is much discussion on equity in access and use, as well as on ownership and sources for funding. When the National Information Infrastructure (NII) was envisioned, one of its main objectives was to ensure that all people would have equal access to information in its varied formats. As these technologies continue to be developed, it has become evident that training and education are necessary components for accessibility and appropriate use, thereby, adding additional barriers to connectivity.

This paper will deal primarily with connectivity to these new information technologies and the impact of accessibility and use for lifelong learning. It will also examine the roles and responsibilities that African American information professionals have in ensuring that the underserved and un-served populations in our society are connected.

Connection means "a permanent or continuing arrangement to execute orders or advance interests." When coupled with infrastructure, "the underlying foundation or basic framework," as in the National Information Infrastructure, connection implies that some things are already established and they only need to be built upon or added to. The new information technologies are in place; the "information superhighway" is built, although it is not yet complete. It will affect the lives of all people in ways never imagined. Thus, people must become equipped to be a part of this ever evolving phenomenon, and they must *choose* to do so.

Lifelong learning has been defined as "the process by which an adult continues to acquire, in a conscious manner, formal or informal education throughout his or her life span, either to maintain and improve vocational viability or for personal development." This definition was taken from the Facts on File Dictionary of Education. Other sources add to this definition by stating that learning can occur at any time and at any place. What individuals need to facilitate this process should be easily accessible and readily available. In the publication, Public libraries and community-based education: Making the connection for lifelong learning (1996), additional statements are made about lifelong learning:

- Lifelong learners should have access to the types of learning opportunities and information that they consider to be valuable (p. 10).

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- Individuals must have learned how to learn (p. 7).
- Learning needs of individuals in a community must be understood and perceived as they themselves have defined them (p. 12).

Taken from A transformation of learning: Use of the NII for education and lifelong learning is "A Vision for the Use of the NII" which includes the following statements:

> The NII will be the vehicle for improving education and lifelong learning throughout America in ways we know now are critically important. Our nation will become a place where students of all ages and abilities reach the highest standards of academic achievement. . . The NII will remove school walls and barriers to learning in several ways. . . Workplaces will become life-long learning environments, supporting large numbers of high skill, high wage jobs. . . The NII will provide the backbone for a lifelong learning society. Education and training communities will better accommodate an enormous diversity of learners in an equally diverse variety of settings.

This vision is still in the making; many positive initiatives have been established while others are being formulated. The information superhighway has holes/gaps in it.

Census data from a survey of 55,000 households showed that 37.5 percent of whites were using computers compared to 25 percent of the African Americans and 22 percent of Hispanics. Earlier figures indicated that 26.7 percent of white children between the ages of 3 and 17 used computers at home compared to 10.6 percent of African American children this same age; 35.1 percent of African American children used computers at school compared with 48.2 percent of the white children (Evans, p. 45). Figures substantiate the fact that income levels as well as race and education determine computer use. Seventy-four percent of persons with incomes of $75,000 and higher own computers; 26.9 million whites owned computers compared with 1.5 million African Americans. Forty-nine percent of college graduates with children have computers while only 17 percent of high school graduates with children own them (Kerka, p. 3). Eighteen point three percent of the white population, ages 18 and older have computers at home, 8.4 percent of African Americans in this same age group have computers. The trend appears to be that usage and accessibility to computers decrease with age among African Americans and other minorities. In addition, rural areas do not have as much accessibility as do some urban areas, and some urban areas do not have as much accessibility as others, especially the inner or central cities. As is known, it is usually minorities or those who are economically disadvantaged who live in underserved areas.

These figures and this information are not new, nor are they startling. However, they serve as a reminder of the tasks and responsibilities for African American and other minority information professionals in helping to ensure that all people are connected to the information superhighway. There must also be a concern for those who are economically disadvantaged, those who are less educated, and those who are more mature in age. To help in ensuring connectivity, these information professionals—publishers, archivists, librarians, information entrepreneurs—must know where and how bridges are being constructed on this information superhighway. They must know where the holes and gaps are located and must position themselves strategically to help ensure that they are filled; they must know where the over-passes and side-roads are being planned so that they can be reevaluated and rerouted as necessary.

> As guardians and navigators of information resources, Black information professionals...fully understand how valuable the ability to access and interpret information is to a community. They also realize that as a communal group without access to information, African Americans lack the wherewithal to effect change in their lives. If people learn the skills of information gathering, they can choose to inform and empower themselves (Evans, p. 45).

People will perish where there is no knowledge because knowledge is power.

No one should disagree that computer literacy is crucial for obtaining and appropriately using information and that it is very important for power and survival in the 21st century. All people need that which can enable them to improve themselves, thus gain power. Empowerment then, in this instance, means "endowing learners and practictioners with the means and capabilities to facilitate their growth and development through involving them as collaborators in the research process" (Humes, p. 29). Just as important as what empowerment means is what it does. "...Empowerment relates to the accessibility and use of computer-based information resources. Empowerment in this sense means helping people use these resources to deal with everyday problems" (Doctor, p. 35).

Technology can help people to become more competent; children can learn better, sooner, and more quickly; work quality and production levels can be enhanced because of more and greater opportunities. The KickStart Initiative: Connecting America's Communities to the Information Superhighway lists several items that are important to understanding the impact of the new information technologies and computer literacy for all people:

> If everybody in America has access to the Information Superhighway, a very vibrant society and a more robust economy will result. Every community in America will benefit from being linked to the Information Superhighway. Participants and use will improve the lives of individuals, reinvigorate education, expand business, and strengthen communities (p. 7).

In an article on distance learning, lifelong learning and the NII, the authors stated that "...an educated person will become someone who has learned how to learn and who continues to learn throughout his or her lifetime." They further stated that as these new information technologies continue to evolve, all stages of education will be impacted. Learning will take place at any time and any place because of the different ways in which information is now being accessed, created, and displayed. African Americans must therefore become producers as well as users of these technologies, realizing that

> The progress and success of any community will depend upon the ability of its citizenry to create and access computerized information, to use electronic resources adroitly, and to translate these skills successfully into applications beneficial to themselves and society (Evans, p. 46).

To this extent, African American information professionals must collaborate/network, cooperate, help train and educate people. "When it is completed, the information superhighway will be a pipeline through which nearly every form of communication conceivable will pass" (Stuart, p. 73). For African Americans and other minorities, fears and anxieties must be overcome. They must be willing to think and act differently, to require more than basic functioning skills. Information professionals must be willing to take the lead in ensuring that these technologies are fully embraced by the underserved and unserved populations.

Effective learning occurs when it is determined what motivates people to learn and satisfy the demands. People must also be allowed to participate in those activities that they believe will enrich their lives. Many African Americans do not want to embrace the new information technologies because of early conditioning which says that computer usage is a "white thing." Additionally, the language that has been used has not been culture-sensitive, and in some areas, it is believed that "the Information Superhighway was not designed to fit the needs of the underfunded or poorly educated..." (Putt, p. 6).

For these and other reasons, many believe that "...each community needs to develop its own approach. There is not a 'one-size-fits-all' communities approach—instead, the key players from each community should come together to determine how the community's interests can best be served through connection to the Information Superhighway" (KickStart Initiative, p. 8). According to Ronald Doctor, "What we are dealing with here is the concept of information democracy, ensuring that all people have meaningful opportunities to benefit from the use of technologies."

> Society is moving from an educational dissemination model to one of access based on customer-driven needs. . . This shift represents a move in learning from teacher-centered to learner-centered, and from organization - government - and institutional needs to a focus on community - centered needs. In this context, the learner and the community take greater responsibility for accessing the information and/or education with the role of the teacher/educator moving to one of facilitator and/or broker (Humes, p. 7).

Likewise, the role of librarians and information professionals are changing.

> Instead of being caretakers of materials, they will become information navigators, aiding users to tap more effectively the resources of the Internet and other digital collections. Librarians will become coaches rather than information authorities. They can become trusted guides for a person who knows what he or she needs but is unsure how to find it. They are the guardians of the fundamental library principle of equal access. They can equip information have-nots with the tools and equipment to give them parity with more affluent users... Librarians play a critical role in ensuring that libraries become organizers and mediators of knowledge...librarians must become involved in community organizations—and network with the community to ascertain community information needs and reach out to underserved areas (Benton Organization, p. 5).

ACHIEVING CONNECTIVITY FOR LIFELONG LEARNING

- Establish partnerships with private and public sectors—within the community and between communities.
- Collaborate with others on projects and workshops.
- Educate—help people from all segments of the community to understand and appreciate the value of the new information technologies by showing them how they work and their usefulness to them.
- Provide opportunities for training.
- Show the value of the information received in relation to time and money spent.
- Create and produce new information technology.
- Encourage universal access to information technology.
- Embrace technology.

SUPPORT INITIATIVES AND EXISTING PROGRAMS

Much has to be done to ensure that all Americans are given the opportunity to embrace technology. Survival in the 21st century mandates this because the emerging technologies are changing the ways in which we live and work. Especially within the minority populations, the gap is increasing between those who have access to these technological innovations and those who do not. To address this ever-increasing deficit, partnerships must be created between the government, educational institutions, private organizations, communities, businesses, and libraries.

THE GOVERNMENT'S ROLE

The government must take the initiative in communicating the necessity for connectivity for all people. Steps that it should take include the following:

- Encourage the development of electronic access to government and private sector information and resources;
- Work to establish a local point of presence so that the community

residents can access the Internet through a local telephone call;

- Provide startup seed money in the form of "connectivity grants;"
- Establish partnerships with the private sector so that resources are pooled for joint projects;
- Initiate electronic resources and ongoing technology training programs, and provide employees with adequate training resources and time so that they can use the technologies effectively;
- Encourage employees to use their skills to help others in their community; and,
- Collect and disseminate best practices. (Kickstart Initiative, p. 80)

EDUCATORS

Educators are instrumental in helping to prepare students for the new millennium. They therefore must emphasize to young minds that learning is a continuous process that extends beyond a formal education. Educators must be advocates for the new technologies and should encourage learners of all ages to use these resources effectively. They must be actively involved in the training process. They should network with community organizers; local, state, and federal officials and agencies; libraries; cultural institutions; and others who support lifelong learning and who are also willing to provide the skills, training, funding, and facilities that are required to accomplish this task. Educators should take the lead in helping to establish policies and programs that will ensure that all children, regardless of their economic and social conditions, have equal access to technology.

LIBRARIANS AND OTHER PROFESSIONALS

Librarians and other information professionals, as the caretakers and providers of information, have many responsibilities in helping to ensure accessibility to technology for all people, and especially to minorities. Many people, because of where they live and other factors are not even aware of the emerging technologies. Information providers must inform them of what is occurring and must be willing to reach and train them, using strategies that have not yet been devised. This means that they must also be in policy-making positions. The literature supports the fact that librarians and other information providers know and understand the needs of the people that they serve. Now, more than ever, because of the rate at which these technological enhancements are occurring, these professionals must also be re-educated and thereby become more innovative in the techniques that they use to serve others. Among other strategies, they must,

- Work with community groups to create, host, and provide public access to electronic community information;
- Become a "local evangelist" on the importance of connectivity; and
- Use qualified volunteers for training. (Kickstart Initiative, p, 81)

PRIVATE SECTOR

The significant role that the private sector must assume in ensuring that all people are connected to the Information Superhighway must be strongly urged and emphasized. It is this sector of the various communities that will not only financially support technological advancements, but it will provide much of the leadership and training skills that are necessary. In addition, this sector can provide volunteer services and much of the equipment and facilities that will support connectivity for all.

SOME EXISTING PROGRAMS AND INITIATIVES

Accessibility to connectivity and its impact on lifelong learning has already been addressed by several entities on the federal, state, and local levels. The National Information Infrastructure (NII) was initiated by the White House and it is an attempt to have schools, libraries, clinics, and hospitals connected to it by the year 2000. Funding is available from the National Telecommunications and Information Administration (NTIA) to establish projects that will promote connectivity in communities. North Carolina, Arkansas, California, and South Carolina are just a few of the states that have established networks to link schools, libraries, and other agencies.

The North Carolina Information Highway (NCIH), through one of its projects, linked its high schools, colleges and universities, government agencies and hospitals together. In Arkansas, the plan is to link communities to the Information Superhighway, after a feasibility study has been completed. The Silicon Valley Network of California, together with the Education Initiative and Smart Valley "created Challenge 2000, a 5-year, $22 million effort, funded by corporations and foundations, to help build a world class education system that will enable all students in greater Silicon Valley to be successful, productive citizens in the 21st century" (Kickstart Initiative, p. 70). Under South Carolina's Educational Technology Plan, every school will have network access.

CONCLUSION

"What we do today to embrace technology will make the difference between true economic empowerment and marginalization of African people worldwide." (*Black Enterprise*, March 1996, p. 66). More education is needed and skills and training must be continual. African Americans and other minorities will not be equipped to travel the Information Superhighway unless they take advantage of initiatives and programs that are already in place. And still, more programs and services must be established to adequately identify and assess individual and community informational needs and to assure accessibility. Cooperation and collaboration are crucial among all sectors of the population. In his book, The End of Work, Jeremy Rifkin asserts,

> The world is fast polarizing into two irreconcilable forces. One, the information elite that controls and manages the high-tech global economy; and the other, the growing numbers of displaced workers who have few prospects and little hope for meaningful employment in an increasingly automated world.

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In Our Opinion: The Concept of Black Librarianship

Gladys Smiley Bell and Andrew P. Jackson (Sekou Molefi Baako)

Is there such a thing as Black librarianship? This was a discussion that started in 1996, when the question was posted on AFAS-L, the electronic discussion list for African American Studies and Librarianship.[1] The question was never asked or implied somehow to validate the existence of Black librarians in the field of librarianship, but to realize a concept among African American librarians that there may be a practice of librarianship that is Black. The concept and focus of Black librarianship is found in the mission and purposes of the Black Caucus of the American Library Association (BCALA).[2] The practice and concept of Black librarianship may go with us to our jobs in special libraries, academic libraries, school media libraries or public libraries. In the Black community and in the workplace, librarians of African ancestry, have a responsibility to not only be the best librarians possible, but the best Black librarian possible. No matter how a person of African ancestry may feel, as a librarian, you ARE a Black librarian, and are always seen as one, by the public and the other professionals. Just as we are still today fighting for equal opportunity to the American Dream that Dr. Martin Luther King, Jr. spoke so eloquently about in America and other countries where people of African ancestry live, Black librarians still struggle for equal opportunities in the profession of librarianship.

The first online response to the question was:

> There is no such thing as Black librarianship. The concept is not comparable to the "Black community" or "Black schools.
>
> It is clear what these two descriptions connote. Is there anything so different about what we do that it renders this designation meaningful? Are our causes and effects or desired outcomes any different from those that define the whole of librarianship? Does Black librarianship refer to the librarian or library audience? Either way, it is a limiting and unnecessary conceptualization: akin to talking about Black reading. Reading is reading. This comes from someone who initially embraced the notion of Black librarianship, until I took the time to ask myself why. Now I ask you, 'Why?'[3]

Why? Because, ideas evolving from general librarianship do exist, i.e., medical librarianship or law librarianship. 'Black' is the operative or key word here. The word

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'Black' is connected to a people. 'Black librarianship" was first used in the title of Handbook of Black Librarianship (1977), compiled and edited by E. J. Josey and Ann Allen Shockley. According to the introduction:

> The Handbook Black Librarianship is designed to provide reference information on the relationship of Afro-Americans to various aspects of librarianship and libraries. It fills a void for a variety of people needing Afro-American and African materials and information on the location of those materials. Additionally, it preserves the heritage of Blacks in librarianship and chronicles current thinking among Afro-American librarians...[4]

One concept of a people and librarianship is Judaica librarianship. The Association of Jewish Libraries (AJL), an association like the BCALA, significantly shapes the future of library resources for its people and disciplines. Since 1983, AJL has published a scholarly journal entitled ***Judaica Librarianship***. AJL was also one of the first librarianship groups to establish its own electronic newsletter, ***Ha-Safran***, (the Librarian).[5] It is doubted that the Jews consider this conceptualization unnecessary.

It is because of this need to preserve and develop their culture, their languages, and their particular religious beliefs without question, that they have established libraries and implemented library practices which are suitable to and supported by their community. African Americans also acknowledge the same needs in their culture.

This acknowledgment subscribes to a proposed emphasis of Black librarianship as a cultural analysis of the experiences; or adaptive responses to librarianship. It is asserted that Black librarianship is Afrocentric; the work some of us do, sometimes deals with efforts on the survival and prosperity of African people; it immerses libraries in the richness of Black experiences. By Afrocentric, we mean an activity whereby librarians of African descent attempt to employ their positive self-image and culture to be reflected in cataloguing, collection development, reference, and administrative library work. Thus, there is lobbying for changes to subject headings concerning Blacks, the consultation of small and Black presses, the provision of information on how to serve [Black] library patrons as well as in the discipline of African American/Black studies, and promotion of the need to recruit and retain Blacks to the profession, etc.

Others online expressed the following:

> Black Librarianship is both perceptual as well as conceptual. I had tended to look at librarianship in terms of its processes. In this regard, librarianship is about acquiring, cataloging, shelving, retrieving, loaning, preserving, and managing a collection of books. But librarianship is more than that and, clearly, there can be no color on this process. No matter where you go, no matter who you are, and no matter what mix of resources you have, you have to do these things. To degrees which match their needs, all librarians will go through these certain processes.
>
> You might look perceptually at librarianship and determine that it is who you are and who your clientele

> are that cogently defines what it is that you really do. A librarian who is Black will bring a certain background and perspective to the process of librarianship. Likewise, a service community that is Black will require processes that will customize to its needs. So, no matter how we look at it, librarianship has flavor and it is in recognizing and meeting the challenge of diversity that any librarian is able to satisfactorily carry out its aim to serve.
>
> In the matter of concept, librarianship seeks to accomplish those things that provide service and benefit to users. Black librarianship seeks to make sure that the special and particular needs of Black Americans are addressed, given proper emphasis, and fairly represented...[6]

Other non-whites have shown interest:

> I've been following the discussion of Black librarianship on AFAS-L. I wonder, would there be any interest in including as part of this panel or another panel of speakers, the broader issue of minorities in librarianship? I have just come back from the first REFORMA national conference, where I was part of a panel discussing our efforts to implement the recommendations of the Univ. of Calif. LAUC report, "The Many Voices of Diversity" especially in the area of collection development. My panel was made up of Chicana librarians, but I know that our issues are very similar. Briefly, within UC ethnic studies collection development (Asian American, Chicano Studies, African American Studies, and Native American Studies - individually or all together) tends to fall within the responsibilities of the selectors for History, Social Sciences, etc. These librarians are rarely minority, and for the most part do not identify with these communities or issues. Our REFORMA discussion focused on our lack of success (to date) in getting these fields recognized as legitimate scholarly fields by our libraries, needing the same attention, focus, background, etc. that the area studies fields receive. Let me know if there is interest in sharing our 'stories' as minority librarians.[7]

And another said,

> ...I think it's fair to say that "Black Librarianship" is an academic discipline within the framework of "Black Studies" or "African American Studies." More importantly, these academic disciplines were born out of the emerging consciousness of persons of African descent linked with the necessity to re-evaluate "reality" deemed universal within the academic milieu. The fact that many "non-minority" scholars has [sic] taken upon themselves to conduct "long hours" of research concerning "Black history" is the chief reason for the colossal distortions and omissions in the historical record of people of African descent here in the states let alone the entire world. Consequently, "African American Studies" or "Black Librarianship", if you will, are pro-responses not only to set the record straight but also to re-define (i.e., renew) what otherwise has become an European interpretation of

> the universe relative to the "Black" experience. Therefore, it is primarily (though not solely) incumbent upon information professionals (librarians, historians, archivists and etc.) of African descent to take the lead in research, storage, retrieval, and dissemination of data with reference to Black populations. Blacks cannot expect nor ask of others what they (people of African descent) are not willing to do themselves (this surely includes me since I am an American African). I earnestly wish we did not have to take this posture, but this is the hard-face "reality" we must accept.
>
> Now, this use of the term "minority" is equally questionable. The paradox of this issue is that the "non-minority" (meaning "white" European) is the real "minority" group. The "white" population accounts for only one-tenth of the people on planet Earth. The majority group is colored melanin-pigment producing humans. Here lies the unsettling irony that the "minority" white group has taken exhaustive measures to define the "majority" colored world.[8]

Black librarianship is founded today in the response to a belief that its purpose is to recognize the skills and tools and a body of knowledge in librarians necessary to ensure the progress of Black society. We feel a keen sense of ourselves as an extension of the Black community. Basic to the concept of librarianship in general, and Black librarianship in particular, has been the recognition that the responsibility of Black librarians is not only to help pioneer and aid the development of the profession, but also to continue to be intellectually disciplined, creative, insightful librarians. The value of Black librarianship is tested in the deeds of the person.

One more,

> This discussion points out our reluctance to accept that we are of African descent and are free to think and act from that knowing. It seems that we will continually stifle and enslave ourselves until we can be "debriefed" from our history of legal enslavement. All Africans who were subjected to this experience have developed various psyches and various degrees of individual freedoms regarding self-esteem, self-worth etc.
>
> We all know that every way that we perform in this profession is a response to our own acceptance and our own view of our intellect, creativity, ingenuity and fear of reprisals from "the bossman".
>
> However, there are librarians, like E. J. Josey, [sic] has certainly chronicled our leadership in securing access to public libraries for those of us of African descent. And there are many other issues that librarians of African descent have pioneered and championed the length and breadth of librarianship.[9]

The decision to continue the discussion at the 3rd National Conference of African American librarians was a good one, and during that open-mike session the discussion continued, but centered around the issue of identity and validation. That was not the question. Another question that was raised was whether non-Blacks can practice Black librarianship?

White participation in Black librarianship is desirable, but the participation of Blacks and the presentation of analyses from a Black viewpoint are crucial and essential to the attainment of an accurate image and worldview of the libraries and the Black community. This includes scholarship in the form of research/publication and in recruitment/retention in the profession by people of African descent. We must write our own histories and insure Black inclusion in the history of librarianship.

The following bibliography was originally submitted online and now printed here for perusal and further discussion, if needed on this issue of Black librarianship.

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[1] On Tues., 20 Aug 1996 20:06:02 Gladys Smiley Bell submitted the following to AFAS-L (afas-l@listserv.kent.edu):

Hi, I'm interested in your opinion about the concept of Black Librarianship. Is there such a thing? AFAS-L has had this conversation in the past, but I would like to have another discussion. Please send your opinions to the list or to me direct (if you feel more comfortable). I will summarize all messages sent directly to me and post to the list. I would REALLY like to hear from you who think not. My opinion? Definitely, for the same reasons we have Black America, Black communities, Black Schools...

[2] The Mission of the BCALA is as follows:

The Black Caucus of the American Library Association serves as an advocate for the development, promotion, and improvement of library services and resources to the nation's African American community; and provides leadership for the recruitment and professional development of African American librarians.

The purpose of the BCALA is:
1. To call to the attention of the American Library Association the need to respond positively on behalf of the Black members of the profession and the information needs of the Black community by reviewing, analyzing, evaluating, and recommending to the American Library Association actions on the needs of Black librarians which will influence their status in the areas of recruitment, development, advancement, and general working conditions; and to provide information on qualifications of Black librarians.
2. To review the records and evaluate the positions of candidates for the various offices within the ALA to determine their impact upon Black librarians and services to the Black community.
3. To monitor the activities of Divisions, Round Tables and Committees of the American Library Association, by active participation within these groups, to make sure that they are meeting the needs of Black librarians. 5. To support and promote efforts to achieve meaningful communication and equitable representation in state associations and on the governing and advisory boards of libraries at state and local levels.
6. To facilitate library service which will meet the information needs of Black people.
7. To encourage the development of authoritative information resources about Black people and the dissemination of this information to the larger community.
8. To open up channels of communication to and through Black librarians in every unit of the ALA.

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[3] AFAS-L archives at http://listserv.kent.edu/afas-l.html

[4] Josey, E. J. and Shockley, Ann Allen. Handbook of Black Librarianship. Littleton, Colorado, Libraries Unlimited, Inc., 1977.

[5] http://aleph.lib.ohio-state.edu/www/AJL.HTML

[6] AFAS-L archives at http://listserv.kent.edu/afas-l.html

[7] Ibid.

[8] Ibid.

[9] Ibid.

[10] Ibid., supplemented by the authors.

Larks: Linking Librarians with At-Risk Students

Felicia Harris Höehne, Jo Ann Lahmon,
Thura Mack, Janette Prescod

Abstract: *A mentoring program that provides outreach services to at-risk students in the urban communities of Knoxville, Tennessee is described.*

Introduction

As the United States moves into the next millennium, computers and technology will continue to be a vital component of human endeavor. All sectors of society will be affected. Everyone will need computer skills, not just to survive but to succeed. Although the U. S. economy is flourishing overall, not everyone is prepared or able to benefit in this new environment. Some researchers feel that a lack of vocational and educational skills among minorities and economically-disadvantaged populations may seriously impact opportunities in society as a whole.

Bernard A. Carver, in his study, *Defining the Context of Early Computer Learning of African American Males in Urban Elementary Schools*, reminds us that "due to the general lack of economic, educational and other societal opportunities available to them, it appears that African Americans and other minorities will constitute a large segment of the information-poor category." Thus, these populations would potentially be at risk of failure in the Information Age. Carver goes on to propose that if this group was given the opportunity to acquire those technological skills, they could make substantial contributions to the educational and occupational areas. In a 1983 report, *A Nation at Risk*, the U. S. National Commission on Excellence in Education was also concerned that the structure of public education failed to educate the at-risk student population.

The *Webster's Third New International Dictionary* defines risk as "the possibility of loss, injury, disadvantage, or destruction; exposed to hazard or danger." *The Encyclopedia of Psychology* defines risk taking as "deliberately placing oneself in a situation likely to present some degree of threat or challenge to oneself."

When the phrase 'at-risk students' is used in higher education, it usually refers to students engaged in pursuing education beyond the high school level or 12th grade. The student pilot group in this paper are those at-risk of

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not completing the 12th grade
because:

- they may fall through the cracks of the education system;
- they may be injured because of a lack of knowledge;
- they are already at a disadvantage and may continue to be so if no one takes action to help; and,
- they may be in danger of making poor choices if they are not reached at an early stage in their lives.

Background

Education of the at-risk student population consists of many elements. At this point, technology and computer literacy will be addressed. This is only a small part of the total education package, but an important one. Computer literacy and the rapid technological explosion are issues that the library and information profession has had to grapple with in recent years. PROJECT: LARKS librarians will use their experience in these areas to make a contribution to the at-risk student population.

The four librarians on the PROJECT: LARKS team met for the first time in September 1996 to discuss possibilities and alternatives to an idea proposed by the founder and project director. These librarians who specialize in reference and information services realize that in our increasingly technological society, computers are an essential tool. Through computers, students access information, manipulate data, and produce results in ways that we could not imagine a few years ago. Early exposure to computers in school can help young people gain the technological literacy crucial for success in tomorrow's schools as well as in tomorrow's work force. The ways students use computers indicate the degree to which they are taking advantage of their full power. *The Condition of Education* includes a report which indicates that in 1994, 86 percent of all fourth grade students used a computer at school at least once a week. It was noted that the computer was most frequently used for playing games. Psychologists have long indicated that playing computer games is both a learning and a developmental process.

Lack of computers, technological training, and access to information may be responsible for the lack of high achievement among at-risk students. This project addresses possible ways to reach students who would not otherwise be exposed to owning and operating computers. It introduces these students to the rewards of knowing how to use libraries and how to gain access to the world of information. While the benefits of the information age enhance the lives of the economically advantaged, the gap between recipients of these benefits (the haves and the have-nots), continues to widen. Research studies document that there is an overwhelming need for computer based training in the urban school age population. As information professionals, we must look beyond the walls of libraries for opportunities to reach out in the community.

This pilot project is a partnership with an existing non profit organization, The Mentoring Academy for Boys (Academy). The mentoring program is designed to help young boys develop a positive self-image, to instill an increased interest in remaining in school, to create a desire to attend institutions of higher learning, including vocational schools, to erase the desire to participate in inappropriate activities and behavior, to assist and guide participants in the decision-making process, and to enhance their physical and spiritual well-being (taken from the Academy's brochure).

The Academy pilot group consisted of approximately 15 to 20 boys from various socioeconomic backgrounds with little or no exposure or access to computers. Two of the boys have access to computers at home while others have minimal to no access at home or school.

The motto for the Academy is: The five P's: **P**roper **P**reparation **P**revents **P**oor **P**erformance. The founder and director of the academy realized that a need for some type of computer training existed among a large portion of the participants, thus, he appealed to the director of PROJECT: LARKS.

PROJECT: LARKS: On the Move

PROJECT: LARKS is a program designed to provide instructional outreach services to at-risk students in the inner city and urban communities of Knoxville, Tennessee. A primary goal is to teach computer and information gathering skills. Founded in June 1995 by Minister Charles D. Clark, Associate Pastor, New Hope Baptist Church, Knoxville, the Mentoring Academy for Boys offers learning experiences beyond the classroom. Formal and informal classes are conducted over a four hour period on Saturdays. Topics discussed vary: conduct of life, safety, substance abuse and misuse, geography, health issues, crime prevention, sports, arts and crafts. Some sessions are devoted to field trips: libraries, museums, art galleries, amusement parks, public service activities, and cultural events.

In developing PROJECT: LARKS, four participating librarians met with the founder and sponsors of the Academy to discuss goals, objectives, and activities. As a second step, the librarians met with the Academy students to assess their existing competencies and skills. The information gathered was used to design instructional plans and materials to support the particular learning styles and needs of the pilot group. During the discussion with the Academy's founder and sponsors, the librarians planned a schedule of instructional and tutoring sessions, primarily through hands on exercises. These classes were held in the Information Laboratory of Hodges Library at The University of Tennessee, Knoxville.

Goals and Objectives of the Program

1. To introduce basic computer awareness and operation.

* Teach basic keyboarding skills
* Teach practical computer application(s)
* Illustrate computer functions and operations
* Emphasize the use of charts, graphs, and illustrations

2. To develop computer literacy skills.

* Provide access to state-of-the-art computer equipment and software applications.
* Provide instruction and hands on experience in connecting to and using the Internet.
* Employ thematic approach to gaining access to the Internet/World Wide Web.

3. To create a flexible and relevant learning environment conducive to critical thinking

- Use initial questionnaire to determine instructional needs of the students.
- Make learning interesting and fun.
- Exercise acceptance and tolerance for different learning styles.

4. To establish partnerships between librarians and the Knoxville community, particularly with urban or inner city areas

- Contact director, Phillis Wheatley branch, YWCA, to discuss joint venture.
- Solicit assistance from educators, community and civic leaders in the Knoxville community.

5. To inspire and motivate students to take responsibility for their own learning

- Make students aware of empowerment through learning
- Teach information gathering skills

Methodology: Strengths and Limitations

The LARKS Project has been underway for about six months. The project has progressed from the research stage, planning sessions, and initial meetings with the sponsor of the pilot group to the instructional sessions and hands-on computer activities. As the project has moved forward, interactions among the librarians, students, sponsor and mentors have solidified and blossomed. Below are some observations:

Strengths

- Committed group of librarians and pilot group leaders.
- Project activities teach skills needed for successful lifelong learning.
- Flexible structure to meet individual instructional needs and learning styles.
- Program is providing needed community outreach.
- Students are enthusiastic and excited about the program.
- High and consistent attendance of the students.
- Students are eager to learn more.

Limitations

- Time constraints on librarians for planning and development.
- Need for a more flexible computing environment, in terms of computer laboratory availability and variety of software programs.
- Inadequate levels of sponsorships and funding.

Anticipated Results

1. Renewed Interest in Learning

- Ninety percent of lesson plans are geared toward hands-on instruction and activities.
- Students engaged in problem solving activities.
- Supportive and inviting classroom environment.

2. Identify Demographics and Instructional needs of Inner City Youth

- Need for a wider variety of learning environments and instructional approaches
- Economic and environmental factors effecting successful learning.

- Need for increased computer literacy and skills.
- Increased access and exposure to computers and related technology.
- Need for increased awareness of available computer related instructional programs and resources.
- Need for increased general literacy skills (i.e., reading, writing, and comprehension levels).

3. Promote Family Participation in Libraries

- Establish positive relationships among parents, students, and libraries.
- Provide forums and mechanisms to increase parent involvement in schools, libraries, and other learning institutions.
- Provide opportunities for students and their families to learn how to utilize technology to address academic, economic, social, political, and other information needs.

2. Identify Possible Funding for the Project

- Identify grant writing and fund proposal resources.
- Seek federal and/or state grants and awards.
- Identify private funding resources and sponsorships.
- Coordinate community-based fundraising activities and efforts.

Next Steps

1. Instructional Workshops for Students

- Introduction to Computers
- The World Wide Web
- Keyboarding Drills and Exercises
- Downloading and Storing Information
- Map Technology

2. Informational Presentations

- Design mobile instructional modules/materials that can be used outside the library and/or computer lab setting.
- Create self-paced instructional module materials, and exercises.
- Coordinate presentation of student developed projects.

3. Grant/Funding/Sponsorship Proposals

4. Partnerships and Other Outreach Activities

- Create mechanisms/activities for parent involvement.
- Utilize human resources in the community.
- Establish contact and working relationships with community based organizations, agencies, centers and other groups.[1]

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[1] The PROJECT: LARKS World Wide Web Home Page is http://aztec.lib.utk.edu/~mack/larks/

Serials Management in a Changing Environment

Deborah H. Broadwater, M.L.S.

Serials management has always been a challenge. With all of the changes in titles, frequencies, publishers, etc., the word challenge merely taps the surface. Most serials managers have attempted to maintain a sense of humor as they dealt with these changes and inconsistencies. The ISSN (International Serial Standard Number) was always considered something to check closely on each issue and any time a strange title appeared in the mail it had to be examined from cover to cover to ascertain if it was your "child" or not. So change has never been a stranger when dealing with serial titles.

With the advent of electronic publishing, the industry has become even more confusing. What we once held in our hand and examined is now being developed as a medium that is more confusing than mere title or frequency changes. Publishers have developed, in most cases, electronic versions of printed materials, and users are informed of these changes in many ways. Most issues are accented with the Web address so users are aware of the existence of the electronic version before some of us. This raises several questions for serials managers:

- Should we provide access to a title whose electronic version is identical to the printed copy?
- Should we do away with the printed copy altogether?
- If we cancel our print copy, what happens if the publishers cease publication of the electronic version?
- How do we respond to our users who continuously suggest that we add more and more on-line versions?
- How do we respond to our users who want both?
- If we provide access, how do we inform the user if the user has not been made aware of the product?
- Who maintains the electronic version (for example, checking to assure that the link is accurate)?
- Sure it may be free now, but how will we manage the cost when publishers have not provided costs prior to allowing "trial free" access?
- Do we cut print allocations in order to provide access to electronic materials?

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- What do we do when access requires a password and user id?

- How do we relate our concerns to publishers and aggregators?

- How much information about the electronic version should we include in our on-line catalog?

- What about the license agreements? Who signs them? Who negotiates them?

- Do copyright guidelines used for the printed version differ from the electronic version?

- Is the selection process for the electronic version the same as that for print? What about deselecting?

If we look at the overall situation, it is obvious that many of our users want access to electronic publications and we are faced with challenges in providing access.

At Eskind Biomedical Library, we use OVID Medline, CINAHL, and other databases. We also have a subscription to the Core Biomedical Collection I and II, which includes some of the more popular serial titles like *Science, New England Journal of Medicine*, etc. Our users enjoy being able to search Medline or Ovid and going directly to full text articles without leaving the workstation. The CBC collection had a publication lag of at least a month, but the AAAS had an on-line version that had the most current information even before we received the printed copy in the mail. It also had additional information not available in the print version. So, users wanted an additional subscription to the AAAS on-line version. We subscribe to three different versions of *Science*. How long do we maintain all three? How will we evaluate usage?

Usage is very important when decisions are made about acquiring and maintaining subscriptions. We bar-code everything at Eskind so that as we reshelve materials we can record use. We cannot do this with on-line versions so we rely on IP addresses to tell us what we need to know. For example, *The Journal of Biological Chemistry* (*JBC*) is used more than any other title in its print version. When one of the medical students working in the library added a link to the trial subscription of the electronic version from our homepage, we had some very happy users because they could access articles from their workstation. The publisher of *JBC* began broadcasting a notice that the trial subscription would end in June and that the users should contact their librarian so that they would not lose access. They did contact us. They notified us via e-mail, snail mail, phone, and more. It is possible to access *JBC* throughout the Vanderbilt campus, so the Science Library asked if they could share in the cost of the subscription because they were being asked to retain the access also. The cost for the remainder of 1996 was $200. We therefore agreed to subscribe. The renewal for 1997 arrived and as predicted, the cost for the on-line version was $1100 or a 450% increase. Imagine the fear of adding additional "trial subscriptions."

Recently, we did add over sixty (60) Springer titles to our Web site and provided access via our on-line catalog using the 856 MARC tag. We have access to these titles free for the remainder of 1997 and all of 1998. We are very excited about this addition. Soon we will also be able to drop the userid and password requirements so access will become easier. Recorded use should allow us to make decisions about their retention. Our excitement however, is overshadowed by the fact that we are providing access to titles that our users are also excited about and we have no idea what these titles will cost us after the trial period ends. We face a real possibility that we may have to discontinue access if the publishers' costs are too high.

Another issue that has those of us dealing with serials more confused is the issue of copyright. With our print subscriptions, we followed the CONTU[1] guidelines. The electronic subscriptions have caused much concern. Over the past couple of years, publishers have required the signature of someone who could assure them that the copies from the electronic version would not be used for commercial purposes. We wonder why we should have to sign a license agreement. Recently, at a meeting of serialists, it was agreed that we never had to sign license agreements for the print versions, so we should not have to sign agreements for the electronic versions. Most have never understood why the format made a difference in the way the acquisitions and usage process was handled.

Serials management in these times of change is confusing. Years of predicting that we would move from the print to the electronic world seems to be one reason for some of the confusion. Print has not been replaced but rather supplemented or duplicated in other formats. We are confused because we must deal with this dual environment and it will take the librarians, publishers, and aggregators or vendors to get through all of the confusion. When I hear a publisher tell a group of librarians that they are interested in knowing what we want, it is encouraging. When one looks at all of the options, it is even more confusing. Do we use PubMed, the National Library of Medicine's product, because it provides full-text article links from MEDLINE? Do we need to add a subscription to OCLC's Electronic Online Collection because it as a comprehensive list of titles that can give the user full text articles for many of the medical titles that are elusive in terms of access if we use another aggregator? Will there be one source for access or will there be many with different protocols? No one has the answer, so managing serials will be in constant change. If we consider the original questions and some answers, we have the following:

1. Should we provide access to a title whose electronic version is exactly like the printed copy?

It depends. We are providing both. No print titles have been cancelled and replaced by their electronic versions. One of our faculty members asked that we add a subscription for *Emerging Infectious Diseases*. We had learned that it was available electronically, so we were excited to inform him and instruct him on accessing the information. His comments were: "Why would I want to do all of that when I can easily pick up the copy from the current display shelf?" So, should we do away with the print? Not in our library. The users are not ready. Do we provide access to both? It depends on your clientele and your budget. How do we respond to our users who want both? If it is free, no problem. If it is not, the budgetary issues become a factor.

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[1] CONTU is the acronym for Commission on New Technological Uses.

2. If we cancel our print copy, what happens if the publishers cease publication of the electronic version?

Archiving is a very big concern for librarians. Most of us do not have the server space to retain everything. Yet, we have always had the desire to have the complete run of the titles we hold. JSTOR or other vendors might provide the answer, but how are we assured that they will and are we sure we can "let go" of our need to acquire and maintain our own.

3. How do we respond to our users who continuously suggest that we add more and more on-line versions?

We check resources that provide this information, check issues for addresses and ask for recommendations, etc. We provide access tentatively because we are not sure that the resources will be available after the trial periods end for the electronic access. We work to keep the balance of how we provide access to information and at what cost.

4. If we provide access, how do we inform the user if the user has not been made aware of the product?

For now, our library is adding the 856 field that allows access to the electronic version of a title from the bibliographic record of the print version to the record in our on-line catalog. Messages are sent to the faculty and staff and key faculty and staff get the information to the medical center. Our web site has an on-line journals page where we list them alphabetically, by subject, and by category.

5. Who maintains the electronic version, i.e. checking to assure that the link is accurate?

Our Serials Team is doing this right now. Currently, the process is manageable, but as we add links, there will need to be someone assigned to handle the process, much like a receiver or cataloger handles the titles in print.

6. It may be free now, but how will we manage the cost when publishers have not provided costs prior to allowing "trial free" access?

Difficult issue. As the case with *JBC*, we will have to analyze use, cost and storage issues. Do we cut print allocations in order to provide access to electronic materials? We would hope not unless we see a decrease in the use of our print materials.

7. What do we do when access requires passwords and user ids?

We try to convince the provider that this is not the way to go. If we have no other choice, provide information at the site since only those users within the registered domain can have access. How do we relate our concerns to publishers and vendors? By calling, writing, and meeting with them on a regular basis. Be proactive in dealing with the issues surrounding electronic versions. Several publishers have asked what we want and how we want it. Let them know by providing information that will assist in their deliberations about the trends and issues.

8. What about the license agreements? Who signs them? Who negotiates them?

This varies from institution to institution. Do copyright guidelines used for the printed version differ for the electronic version? They should not, but they do.

9. Is the selection process for the electronic version the same as that for print? What about deselecting?

Not really, there are server constraints or needs that exist, but the selectors should continue to development the collection based on the needs of its clientele.

In conclusion, we need to be involved. Spend time discussing these issues among other librarians, publishers, and providers. There are so many different vendors and they all provide access in different ways. Librarians need to be sure they are actively involved in the development and changes facing the management of information. We need to realize that many of our users want us to provide that information, and we should be prepared to manage serials within this changing environment.

The Multi-cultural Population: Making the Library an Interesting Place

Jocelyn Poole and Audrey Tandy

Libraries are experiencing a tremendous growth in the diversity of their patrons. This special user group is of great concern to librarians who often witness them having trouble using the library. To effectively serve this multi-cultural population we must address the language, culture, and technological barriers.

The average international student has approximately one-half the reading comprehension speed of American students and even less oral comprehension ability. We must address this language gap or it will limit students' ability to understand instruction in library procedures. At times, students will avoid asking questions due to their self consciousness about speaking English. For example, many Japanese people are reluctant to speak a foreign language, because they are strongly discouraged from making mistakes in their country. These students will most likely turn to someone from their country rather than the librarian for assistance.

Many international students will probably read English better than they speak or comprehend it. Therefore, blackboards, transparencies and hands-on activities, including computer applications, might work better in reducing the language barrier during instruction. If it is obvious that they are confused, write instructions on the board, speak slowly, enunciate clearly, and direct your voice toward the individual or group. Sometimes the problem is not that the students can not hear; it is they can not understand what is being said. Librarians and researchers alike have suggested using hands-on workshops for international students. It is a good idea to conduct these workshops in small groups and, if possible, engage the assistance of a more experienced international student or teacher.

Eye contact is very important. Instructors should constantly check student's eyes for understanding. If one sees confusion, stop, repeat and rephrase. Repeat important points, and check for comprehension. Provide several meanings and examples for important words within the sentence. Use standard English, avoid jargon (i.e., stacks, circulate, citations), slang and colloquial expressions. One should explain these terms if used. For

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example, rather than using the verb 'circulate,' use 'borrow' or 'take home.' Be specific in giving the location of a book rather than saying, "it is in the stacks."

Another grave error directly related to the language problem is the assumption that jokes and allusions are international. Humor differs widely from culture to culture. Allusions which are basically American or local expressions will not work most of the time; however, reference to internationally famous people or events may work well if used appropriately. Jokes and allusions could be used to make dull material more interesting, to help the student feel at ease, and to clarify rather than to make obscure. Since the composition of international students varies widely from college to college, the trial-and-error method is the best approach. Analogies work far better with students for whom English is a second language (ESL) than either jokes or allusions. Due to their graphic nature, analogies can transcend language limitations and cultural differences and make language more interesting. Comparisons that are universal and dramatic work best and make the library an interesting place.

Cultural characteristics can affect communication and understanding as librarians assist the international student. In many countries, the predominate teaching method is lecture and recitation. Students learn from memory and are expected to recall the information rather than analyze, synthesize, critique, or expand on it.

On the other hand, American students are encouraged publicly to formulate opinions through classroom discussion. Generally, Americans stress textbook learning, whereas, other countries do not. In many developing countries, textbooks are expensive and scarce, causing students to rely upon memorization and the teachers' expertise.

Plagiarism is also a problem. In many Asian societies, performing tasks in groups is more acceptable. They believe in working together so that everyone looks good. American society discourages this, and it could be considered plagiarism.

Recognizing, understanding, and responding appropriately to cultural body language and gestures may be difficult for librarians and students alike. Japanese students may nod and appear to indicate understanding, but nodding simply means that they are listening. In some cultures, head nodding indicates a negative rather than an affirmative response.

Gender interactions may lead to misunderstandings. Arabs perceive a female who looks at them in the eyes as too familiar. To many Japanese, conformity is important, mistakes are unacceptable, and ignorance is shameful. Egyptians and other Arabs may view appointment times as relative, not exact. Many international students come from a more stratified society and may see a librarian as inferior.

It is very important that librarians and the staff are sensitive to other cultures and become aware of the differences. It would be to the librarians' advantage to conduct research on the cultures and/or populations the library serves.

In working with international students, we should attempt to put these students at ease; make them comfortable and put them in an enjoyable mood. They will listen to you if you are enthusiastic about your subject area or topic. Also, remember that the power of a smile is tremendous.

Although language and cultural differences are the most frequently noted barriers facing the international student, some researchers believe that technological activities (e.g., accessing the online catalog and using microform) can also be barriers.

Research also shows that most students (international as well as Americans) have problems understanding the American library system and the processes involved in bibliographic research. They need information technology and skills—knowing how to use browsers, and performing Boolean searches, and moving through databases.

The problem that compounds this is that many international students have never been exposed to the type of equipment used in our libraries. The abundance of resources, materials, equipment, and the way we research information can be an overwhelming and frightening experience for them. All of these cultural barriers impede the international students' successful use of the library.

Finally, the librarian who wants to make the library an interesting place for everyone must identify the population he or she serves, making a commitment to ensure that the entire population achieves the educational success they are seeking. We must train library faculty, staff, and student assistants to interact with all students in a manner which will assure that each exchange between students and employees is a positive educational experience. We should not allow any of these barriers to get in the way of denying our international students a pleasant experience in using the library.

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A Career in Academic Librarianship: Residencies as a Launching Pad

Raquel Cogell, Cindy Henriksen,
Detrice Bankhed, and Lucinda Hall

Abstract: *Historically, African-Americans have been underrepresented in librarianship. According to statistics compiled by The American Library Association's Office for Library Personnel Resources, 1991, African Americans represent 6.28% of academic and public librarians. An even smaller percentage of African Americans are present in academia, especially at major research institutions. As a result, some university libraries have implemented residency programs in an effort to attract minority professionals and diversify their staffs. The panel represents products of these endeavors.*

Introduction

Lucinda M. Hall

New librarians completing their education and looking for their first job face the same obstacles as other new graduates in their job searches: how to get that first job. It is that Catch-22 problem. You need to get experience, but you need a job to get that experience.

That is where residency programs in academic libraries come in. We want to stress that we are talking about post-MLS positions, not internships. Internships are closely supervised work experience during library education, while residencies are professionally paid positions for recent graduates.

All residencies are geared towards recent graduates, those librarians with little or no professional experience or those librarians wishing to change from public to academic environments. Some residencies, however, are geared to increasing the number of librarians of color.

As you can see from Appendix I, the chronology, you get a feel for the programs available and their histories. For example, the University of Illinois at Chicago started the first residency program in 1981. The University of Michigan began in 1983, and the University of Delaware in 1985.

A unique problem has occurred in California. Two branches of the University of California, San Diego and Santa Barbara, have or have had successful programs. However, the passage of Proposition 209 has seriously jeopardized the continued existence of these programs as we know them. Nevertheless, other programs are developing around the country and it appears that affirmative action has not

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become the volatile issue it has in California. Since 1994, four schools have begun programs, three minority-based and one non-minority based. Other Appendices include a selected bibliography of articles about residency programs and affirmative action in academic libraries, and a list of active residencies in the United States.

A Survey of Academic Residency Programs

Cindy Henriksen

I am a former resident librarian from the University of Minnesota where I participated in the Affirmative Action Program during September 1995 through December 1996. I am now on continuous appointment at the Bio-Medical Library at the same campus. I will be speaking about my application process, pros and cons of the residency, an informal survey of residencies, and provide information about a residency institute to be held at the University of Minnesota in the summer of 1998.

I began the process of looking for a job while still in graduate school in the fall of 1994. At that time I was unaware of the opportunities available through residency programs. Quite by accident a schoolmate mentioned the program at the University of California, Santa Barbara. I soon realized that there were a number of programs which would provide a rich academic experience to entry-level minority librarians. Although I applied for mainstream library positions, I was excited about the prospect of entering the academic side of librarianship through one of these programs. After interviewing for a number of positions, both residencies and "regular," I was delighted to have an offer from the University of Minnesota. After a lapse of several years in their residency, the University had a great desire to assist in diversifying the field of academic librarianship and planned to do so through their Affirmative Action Residency. I, along with two others, including Lucinda Hall, were extended offers that we accepted. Thus, beginning our first assignments as academic librarians.

There were several pros and cons to participating in this program. First of all there was excellent mentorship built into the program. This proved beneficial because I was assisted in the networking process, attended a variety of library meetings, and was introduced to librarians within and outside the University. In addition, I had the opportunity to attend a number of conferences which were beneficial for networking and informational needs. Most of all I enjoyed the rotation through the libraries in which I worked. These included the St. Paul Library with a focus on agriculture, human ecology, and food science; Government Publications; the Bio-Medical Library; and Wilson Library which focuses on the humanities and social sciences. The rich experience that these individual libraries provided enabled me to attain a well-rounded view of an academic library experience and of librarianship itself. Overall, I have to say that this residency was highly enjoyable and provided a unique depth of experience.

I found that there were not many drawbacks in my residency. There are, however, a few things to keep in mind. For the most part you have to be aware that the residency itself has a short life span. In my case I knew that I would be facing a job search in 12 to 18 months. This is true of most programs. Also you must keep in mind that you will be making personal adjustments and changes in your surroundings. Whereas I found that the city of Minneapolis was quite comfortable for me intellectually and culturally, the weather with minus 20 degree temperatures in January has been quite a challenge.

Like the University of Minnesota's Affirmative Action Program, similar programs exist at other universities throughout the country. By providing entry level library experience, each of these institutions is assisting in diversifying the academic librarian pool and exposing minority librarians to a field that they may not have thought seriously about. With the development of these programs, new opportunities have been given to underrepresented people who may not have pursued the academic librarian path.

In the course of researching for this paper, I conducted an informal survey of all the current active residency programs (see Appendix 2). All shared basic similarities with no major differences between the programs. The following findings from the survey were found to be the most important aspects of executing and maintaining residencies.

1) The ability to diversify their staff and expose under represented individuals to the academic library profession.

2) A need for strong orientation to the library.

3) Positions should include a series of assignments whereby the participant(s) will attain a variety of experiences.

4) Residents must be fully integrated into the library staff.

There were several other similarities between the institutions including a competitive application process; one, two or three year appointments; mentorship; and assistance in the job search when their respective programs ended. Overall, each institution reported a positive experience with fine-tuning taking place as the programs have matured over time.

As I close, I would also like to mention that in July 1998 there will be a summer institute supported by an education grant at the University of Minnesota. The institute will provide a learning opportunity for active minority residents at institutions throughout the country. Further information will be posted in major library journals and sent directly to programs beginning in December.

The Yale University Residency Program

Raquel Cogell

I was the first Librarian-in-Residence at Yale University. Before I talk about my experiences at Yale, I would like to briefly share with you my background and why I decided to purse a career in librarianship.

I was drawn to the profession largely because of the small percentage of African American librarians, especially in academe. Having attended an historically Black college for undergraduate work, and then UCLA for library school, I realized the importance of students seeing themselves reflected. I finished library school in 1994 and landed what could be described as my dream job, a position at New York Public Library's Schomburg Center for Research in Black Culture. I had been working in the Reference and Research Division for nearly a year when I heard about the Minority Internship Program at the Yale University Library. The Minority Internship Program, now known as the Librarian-in-Residence Program, was established to increase the representation of underrepresented ethnic groups in the Yale libraries and further the growth and development of minority librarians.

When the position was announced in the spring of 1995, classmates of mine from UCLA suggested I apply. They knew I was interested in academic librarianship because of my coursework at UCLA and my work experience at UCLA's University Research Library. My response to them was, "I don't want to move again." I had not lived in New York City very long, less than a year in fact, yet I had managed to move more times than I care to share, so the thought of moving again was not appealing. More importantly, however, than the thought of moving again, was the thought of leaving the Schomburg Center.

Before deciding to apply for the residency, I asked myself several questions: Is it the right time from me to leave? Do I need to stay longer? Have I accomplished all that I want to accomplish? Remember, this was my dream job and I felt very secure in it. Leaving the Schomburg meant I would be resigning a permanent position to accept a temporary one. It was important that I answered those questions *before* applying for the job because I knew if I was invited for an interview and subsequently offered the position, I would accept it. And, I wanted to be certain I could live with my decision.

You are probably wondering why I would leave my dream job. Why would I take a temporary job when I had a permanent one? As I stated earlier, I was interested in academic libraries in library school and I saw it as an opportunity to launch my career in one of the nation's most prestigious institutions. It is not often one has such an opportunity.

Being the first Librarian-in-Residence was an enormously rewarding experience and challenging at the same time. Being the first was challenging because I did not have the benefit of following in someone else's footsteps; but it also meant there were not any preconceived biases or expectations about me. Furthermore, I did not have to worry about being compared to someone else.

Inaugurating the program also meant that I had to do extremely well, at least from my vantage point. I did not want to be remembered as being the first and last Librarian-in-Residence at Yale. Fortunately, I will not be. The second Librarian-in-Residence will begin in late July, 1997.

Being the only resident was challenging in that I did not have anyone with whom I could compare notes or talk about what it meant to be a resident librarian. However, I had the benefit of being surrounded by librarians who were either new to Yale, the profession, or both. Working with this cadre of librarians was immensely beneficial to my development as an academic librarian.

My two-year stint at Yale exposed me to the many facets of librarianship in a major research institution. One of the strengths of the program is that I had the freedom and flexibility to design what I would do for the duration of the appointment. As a result, I spent the first year in Sterling Memorial Library's Research Services and Collections Department, a new department formed by the merger of the Reference and Bibliography departments. Spending a year in the department allowed me to build on my public service skills in an environment largely devoted to the humanities and history. During this period I continued to pursue my interest in African American history and culture by selecting materials in that area.

The second year was spent outside of my comfort zone. I was dispatched to the Social Science Libraries and Information Services. In this division, I worked in the Social Science Library and in the Government Documents and Information Center. I gained a new respect for and greater understanding of documents librarianship.

The only drawback to accepting the position was there was no guarantee of permanent placement after the program. While I was encouraged to apply for open positions, there was not a permanent position open, which matched my interests and career goals. Overall, the two-year appointment was well spent and undoubtedly has laid the foundation on which to build a career in academic libraries. In closing, I would like to encourage those who are interested in academic librarianship to consider academic residency programs as a viable option. I would also like to impress upon you the importance of indicating you are a person of color on your resume or curriculum vitae or in your letter of application. This can be done by listing association affiliations, awards and the like. I think it helps when one is applying for jobs in academe in general; but particularly when applying for minority based residency programs. Everyone applies for these positions, not just people of color.

The Library Minority Fellowship Program at UCSB

Detrice Bankhead

The Minority Fellowship Program at the University of California, Santa Barbara was initiated by the University Librarian in fall, 1985, with the support of the vice chancellor, affirmative action director, and library department heads. The Fellowship, from the outset, was viewed as an undertaking that would benefit both the Fellow and the University. For the recent library school graduate, the Fellowship would provide an opportunity for him/her to work in an academic research library as a regular employee. The individual would be given the opportunity to work in a number of different departments; he or she would serve on committees; work on special projects; have the opportunity to attend major conferences, with expenses paid; network with other professionals;

and enjoy the same salary and benefits as other career librarians.

The University benefited from the aspect of promoting affirmative action on the campus; from having the Fellows serve as role models for the campus undergraduate population; for creating a more diverse environment in the library; for providing librarians already at UCSB an opportunity to be involved in the training and mentoring of new librarians; and, most importantly, for actively seeking out and encouraging minority librarians to come and work in an academic institution.

Recruitment Process

Recruitment procedures for the Fellowship has changed over the years. When the program first began the University Librarian formed a search committee that sent letters out to all of the library schools asking for nominations and applications of minority students. From the applications, the search committee selected three to five candidates for a telephone interview; the successful candidate was then appointed from the phone interview and was offered a one year appointment as a Fellow. The first search yielded some 18 applicants. As the program grew and expanded the recruitment process also took on a new look. The program is now advertised nationally in major professional journals, at library schools, and in various internship and fellowship directories. Candidates receive a phone interview, and then are invited to the campus for a full day of interviewing. Appointments are for two years. The recruitment completed in 1995 saw some 35 recent graduates apply for the program.

When Santa Barbara started its program in 1985 there were only two or three other academic libraries offering such a program; in 1996 there were approximately nine universities offering residency/fellowship programs directed toward underrepresented groups.

Statistics from the annual ARL survey of 109 ARL libraries, reports in 1985-1986, when UCSB began its program, minority librarians filled only 9.8 percent of all professional positions in ARL libraries – Blacks made up 2.9%, Hispanics 1.1%, Asians/Pacific Islanders 4.6% and Native Americans .1%. In the 1996-1997 survey, minority librarians have inched up to 11.28%. Specifically, Blacks comprise 3.7%, Hispanics 2.2%, Asians/Pacific Islanders 5.2% and Native Americans .2%. Whites still comprise some 88% of all librarians in ARL libraries.

The significance of having these kinds of programs is that they are good for the library and good for the librarians. One of the major objectives of residencies/fellowship programs is to get the library to focus on achieving a balanced workforce, integrating affirmative action into the everyday process of doing business, and for communicating the positive aspects of affirmative action to all employees.

Serious work and a solid commitment to effect progressive race relations is not an easy task to perform. Top management must be committed to the program not only in terms of its being a good idea, but also committed to ensure adequate funding is available once the program is established.

These kind of programs need to go beyond being a mere doorway for minorities; the entire spectrum of diversity needs to become institutionalized. A win/win solution is needed for everyone. Institutions and libraries in particular benefit from residency programs in terms of their commitment to affirmative action; workforce diversity is seen as good business for the library; a diverse workforce helps to make the library a more inviting place for minority students; and library employees are exposed to new ideas and new perspectives on work.

The recent graduate wins because he/she gains valuable work experience; they are given greater financial support than other entry level librarians, they are able to serve on professional committees, have better networking opportunities, and exposure to a number of areas in academic librarianship.

The Role of Human Resources

Human resources (HR) professionals are better able to educate management about the importance of workforce diversity because they are involved in the recruiting efforts, and they have the knowledge and skills needed to analyze their organizations need to respond to the changing demographics in their institutions. The HR person knows the value of strong leadership and that commitment at the top is an essential element for the success of these programs. They have a wide range of tools for helping to change attitudes, behaviors, and the organizational culture. Tools like—recruiting and selection methods, training and development techniques, performance appraisals, compensation and reward systems, and models for redesigning jobs.

The HR person knows the importance of getting everyone to buy into the program, so he/she works to build internal acceptance of the program. Some of the ways this can be accomplished is by doing the following:

- meeting directly with departments in the library to educate managers on diversity; involving all levels of employees in the program design, implementation and evaluation.
- setting up seminars, workshops for employees on valuing diversity, clearly focusing on changing attitudes and behaviors of individual employees.
- hire external consultants and use campus trainers to conduct sessions that encourage employees to raise their level of awareness about issues of workforce diversity and why it's good for the library and the clientele its serves.
- set up a standing affirmative action or cultural diversity committee and have this committee plan and sponsor cultural and educational events centered around diversity.

The HR person also needs to address library selection standards and work with search committees on ways to diversify applicant pools for professional and non-professional positions. In a world where minority applicants are relatively scarce, it is the responsibility of everyone involved in the hiring process to actively seek out and pursue those applicants and let them know they are welcome in your library.

HR professionals know and understand it is tough being the first, or the one and only minority librarian in a large research library. Oftentimes the HR person is only one in an upper management position themselves.

Comments like "I feel so isolated," "I don't want to be a 'special librarian,' and, "I can't serve on every committee" do not go unheeded and in fact, are welcomed because they help the library administration understand possible problems with the program and are used as a guide for making improvements.

Perhaps the HR or other department head's biggest role is being an advocate for the program, and for calling attention to the valuable contributions that new, energetic, enthusiastic librarians bring to the profession. They also know that it is important to build on the program now in place; to try and find permanent positions for the fellows, residents, etc., because the best way to attract the best candidate is to keep the ones you already have. The programs should provide a strong and supportive learning experience for the recent graduate. They should ensure the librarian receives 'hands-on' practical work experience, and also involvement in the issues facing academic libraries today—technology, training, fiscal resources, collection management, etc. Their experience should be as an active employee not as a casual observer. The programs should have goals and objectives that focus on the learning experience and these goals should be made clear from the outset of the residency. Programs should remain flexible, they should provide an opportunity for the resident to network, attend seminars, classes, workshops, and conferences. Residents should be encouraged and allowed to make real contributions to the organization.

Since its inception, the Fellowship Program at UCSB has had twelve fellows complete the two year program, and there are four former fellows currently working in the library.

Appendix 1

Development of Academic Library Residency Programs: A Chronology

Compiled by Raquel V. Cogell and Cindy A. Henriksen
August 1997

Residency: A post-degree work experience designed as an entry-level program for professionals who have recently received the M.L.S. degree from a program accredited by the American Library Association

1964	Public Law 88-352 was enacted and is now known as Civil Rights Act of Title VII prohibits employment discrimination because of race, color, religion, sex, or national origin.
1972	The Employment Opportunity Act of 1972 amended the Civil Rights Act of 1964, extending the coverage to educational institutions as well as state and local governments.
1974	The American Library Association received a U.S. Department of Education grant to conduct a week long institute on the design of affirmative action plans for librarians.
1981	University of Illinois, Chicago established the Academic Resident Librarian Program. Although not minority based, underrepresented persons are encouraged to apply. Over 80 residents have participated in the program. Currently there are eight active residents.
1983	The University of Michigan established the Research Library Residency. The program is not a minority based program. It has had more than 45 residents since its inception. Currently four active participants are in the program.
1985	University of Delaware established the Pauline A. Young Residency Program to "enhance the recruitment of underrepresented minority librarians at the university." The library is currently hosting its fifth resident in a two-year appointment.
1985	University of California, Santa Barbara established the Minority Fellowship Program in order to improve minority representation in academic libraries. UCSB has had a total of 11 program participants. Currently there is one active participant in the program.

1989	University of Minnesota established the Affirmative Action Residency. The program lay dormant until 1995 when it was revived and revamped, three residents were hired for two-year appointments. The library recently hired two new residents for 1997/99.
1989	Miami University (Ohio) established a Minority Residency to encouraged minority librarians to consider academic librarianship. The program has had a total of seven residents, with one active participant currently in the program.
1989	Cornell University (New York) established the Library Residency for Minority Librarians. The program ended after three years.
1989	Ohio State University Library established the Minority Internship, now known as the Diversity Internship. Five individuals have completed the program. Currently there is one in the program.
1989/90	University of California Library Residency Program established. Program has since ended.
Early 1990's	University of California, San Diego had a program in the early 1990s. However, with the passage of Proposition 209 by the California voters in November 1996, it became clear such efforts would no longer be funded or supported by the University of California.
1990	The Association of College and Research Libraries (ACRL) Task Force on Recruitment of Underrepresented Minorities reported on efforts underway to recruit and retain minority librarians. As a result, ACRL's Executive Committee established a Standing Committee on Racial and Ethnic Diversity.
1990	The Association of Research Libraries (ARL) Board of Directors established the Task Force on Minority Recruitment to "develop a series of recommendations on possible ARL initiatives to strengthen the recruitment and employment of minorities for professional positions in research libraries."
1992	The Association of Library and Information Science Education (ALISE) adopted definitions for the various levels of internships and residency programs.
1992	State University of New York, Buffalo established their Library Residency Program in order to improve diversity through minority librarian exposure in an academic setting. To date they have had four participants and currently have two people in their program.

1994/95	The library at the University of California, Berkeley was awarded a federal grant to support a nine-month institute to recruit, educate, and train minority librarians for an academic career. The Institute for Recruitment, Education, (Re)Training of Minorities in Academic Libraries was held at the University of California, Berkeley, September 1, 1994 through May 31, 1995.
1994/95	Auburn University established the Minority Intern Program to diversify the library staff. The program ceased after the first resident for budgetary reasons.
1995	University of Illinois, Urbana-Champaign established the Academic Resident Librarian Program, although not minority based, recruitment is highly encouraged. To date they have had 15 participants.
1995	Yale University Library (Connecticut) established the Library Minority Internship Program. In 1996 the name of the program changed to Librarian-in Residence. The library recently hired its second resident for a two year appointment.
1996	University of Iowa established the Minority Research Library Residency Program to provide a minority resident professional library experience and to assist in diversifying the academic library profession. Currently there is one active participant.
1996	Wright State (Ohio) establishes a Library Residency after discussion in the library and suggestion by the Libraries' Multicultural Affairs team. Currently there is one active participant in the program.
1997	The American Library Association announces the Spectrum Initiative. $1.3 million has been committed over the next three years. This money will be used to increase the quantity of minority librarians by providing 50 annual scholarships of $5,000 each.

Appendix 2

Active Residencies and other Programs

Compiled by Cindy A. Henriksen
August 1997

Active Minority Based Residencies

Miami University of Ohio
Minority Residency
Edgar W King Library
Oxford, Ohio 45056
513-529-2800

Contact: Judith A. Sessions
Dean & Librarian
e-mail: sessioja@muohio.edu

Ohio State University
Diversity Internship
Universities Libraries
1858 Neil Ave Mall
Columbus, Ohio 43210-1286
614-292-6151

Contact: Sharon A. Sullivan
Director - Library Personnel
e-mail: sasulliv@magnus.acs.ohio-state.edu

State University New York, Buffalo
Library Residency Program
University Libraries
433 Capen Hall
Buffalo, NY 14260-1625
716-878-6314

Contact: Kenneth E. Hood
Personnel and Staff Development Officer
e-mail: Kenhood@acsu.buffalo.edu

University of California, Santa Barbara
Library Minority Fellowship Program
Santa Barbara Library
Santa Barbara, CA 93106
805-893-2477

Contact: Detrice Bankhead
Assistant University Librarian - Personnel
e-mail: bankhead@library.ucsb.edu

University of Delaware
Pauline A. Young Residency Program
University of Delaware Library
Newark, DE 19717-5267
302-831-2231

Contact: Julie Brewer
Associate Librarian
e-mail: Julie.Brewer@mvs.udel.edu

University of Iowa
Minority Research Library Residency Program
University of Iowa Libraries
Iowa City, IA 52242-1098
319-335-5871

Contact: Janice Simmons-Welburn
Coordinator, Personnel and Diversity Programs
e-mail: j-simmons-welburn@uiowa.edu

University of Minnesota - Twin Cities
Affirmative Action Residency
University Libraries
O Meredith Wilson Library
309 19th Ave S
Minneapolis, MN 55455-0414
612-624-4520

Contact: Linda De-Beau Melting
Human Resources & Organizational
Development Officer
e-mail: l-debe@tc.umn.edu

Wright State University
Library Residency Program
Universities Libraries
3640 Colonel Glenn Hwy
Dayton, OH 45435
513-873-2380

Contact: Chris Watson
Head, Administrative Services
e-mail: cwatson@library.wright.edu
Yale University

Librarian - in - Residence Program
Yale University Library
120 High St. PO Box 208240
New Haven, CT 06520

203-432-1810
Contact: Diane Turner
Director, Library Human Resources
e-mail: diane.turner@yale.edu

Other Programs/Opportunities

Library of Congress
Leadership Development Program
Office of the Library
Library of Congress
1st and Independence S.E.
Washington D.C. 20540-1000
202-707-6433
Contact: Fern Underdue
Staff and Training Development Office
e-mail: fund@loc.gov

Mankato State University
Graduate Assistant Program
(Earn 2nd Degree, Post-MLS)
Memorial Library
Mankato State University
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Appendix 3

A Selected Bibliography on Academic Residency Programs and Affirmative Action in Academic Libraries

Compiled by Raquel V. Cogell and Edited by Lucinda M. Hall
August 1997

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RPT: African American Librarians in Academic Libraries

Janice H. Dost

Although not educated as a librarian, I am heavily involved with libraries and with librarianship. In my role as Library Human Resources Director, at the librarian academic reviews during each annual review cycle, my experience provides me with the ability to provide guidance and counsel to those who may wish a greater understanding of the process. Few librarians inquire. Too bad, as I can often predict the outcome of a review way before the process has been completed.

African American librarians and others are often in search of mentors. Perhaps we sometimes forget that advice and counsel can come from many sources—perhaps from those who do not have a longstanding commitment to any individual in order to be helpful. Such individuals can help formulate plans and articulate strategies that will advance your professional career. But you will need to initiate the contact. Be proactive for your own benefit.

I would like to introduce Joan Lee who is in the audience. Joan is a 1995 graduate of our Institute for Minority Professional Librarians. I appreciate her coming this afternoon in support of this presentation, and I hope we have been helpful in supporting her career development.

In constructing a professional career that reflects excellence of academic contribution, one needs first to be clear on the difference between being a professional and having a job. When I was a child, my mother told me, "Women have jobs, men have careers."

Times have changed, but many of us remain wedded to this and to other older generation perspectives. Some of our difficulties making strong career moves come from a limited view of our ability to influence the profession, or our unwillingness to accept the ambiguity and continuing challenge of inventing and reinventing ourselves as our profession develops.

As a professional, we are our job. Whether or not we have a formal job description, librarians will perform those services needed to fulfill the library's mission. We are knowledge workers, able to carry our education and expertise from one location or one situation to another. Our professional preparation permits us to contribute in a variety of settings; our calling is a part of who we are. This is what makes doctors, engineers, composers, and librarians, for example, different from gas station attendants, marketing associates, or hang glider salespeople. The joy of professionalism is the opportunity to contribute to the world at large and to the continuity of the profession, as well as performing the daily duties of a job.

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To me, the most damning words that can come from a librarian are, "That is not in my job description."

During an academic promotion/tenure review, it is the professional contribution that is measured against the contribution of others. The process not only rewards past achievement, it looks ahead to anticipate future impact on the profession derived from the efforts of today. The effect of a librarian's professional accomplishments on her colleagues, on her patrons/customers, on herself and her own development, and on librarianship in general will determine the limits of each person's success. A well-organized review dossier would actually highlight those areas and encourage review of accomplishments in each one.

At the University of California, the top salary step of the librarian series has been reserved to reward those whose professional contribution has continued to increase over the librarian's entire career, and who, since attaining the previous salary step, has gained a nationally recognized "capstone" achievement. Reward at this level does not occur frequently. Achievement of the highest salary step requires an outstanding career of directed activities which result in an impact on the profession of such significance that the librarian has been identified by peers and by those outside the library world as an outstanding librarian catalyst, innovator, synthesizer, or other exemplar of the profession. None of the above appears in any job description with which I am familiar.

Many librarians over the course of years find it easy to list routine job duties. Most librarians perform very well in their primary job assignments; e.g. cataloging, reference, circulation, selection, student supervision, etc. But these are the elements of a daily job. Frankly, a literate individual who has completed a well-rounded apprenticeship can learn to succeed in these duties. Professional librarians, however, by virtue of their training and history, have a responsibility to ensure the recording, retention, and dissemination of the culture through information products in various media. Clearly, given our volatile information environment, this is not a job, but a challenging career! It is this aspect of librarianship that resides with educated professionals. It is this aspect of librarianship that provides opportunity for lifelong contribution and achievement. Charting a course toward academic advancement, which considers the development and pursuit of a professional career, is the ultimate responsibility of the individual performer, who with the assistance of others must select a goal and work toward it over a lengthy period of time.

Although growth and development in an academic setting is primarily the responsibility of the individual performer, having a mentor is still a good thing. Having someone who can listen, who can offer strategic advice, who, in a sense, has been there and done that can be invaluable. A mentor can help decide on a viable career path, identify short and long-term objectives on the way to promotion/tenure, and provide objective feedback on performance and impact. A mentor well placed in the library or on campus can also assist with the inevitability of organizational politics, a challenge or specter that is always present in any large organization.

In the end it all comes down to assessing value, especially the value that your work adds to your library services, to your campus, to the nation, to the profession. Assessing value focuses on results and impact, not on activity. As a knowledge worker, librarian value is most likely derived from intellectual rather than from physical inputs. In other words, the value of the professional contribution is most likely to be realized through planning, coordinating, leading, innovating, researching, and/or writing. Note that I did not list "managing", but more of that later.

In order to build and increase professional value, a librarian needs to clearly understand the institutional values operating in her library and on her campus. While it is currently in vogue for organizations to create "values statements" and to define the organizational mission in humanistic terms, it is still not unusual to realize dissonance between what is publicly espoused and what actually happens. This is called "real life". Actually, discovering true institutional values is not difficult. They are presented formally each year in the library operating budget, the document that defines short-term goals and makes attaining them possible.

Librarians at all levels should have a general knowledge of each library budget, provided it is shared by the library administration. In public colleges and universities, obtaining access should not be a problem. In other settings, this information may not be readily available. Still, some information must be offered by library management in order for all to proceed on track as planned. Those seeking to make a value added contribution to the library need to know what the library is valuing currently.

A simple pie chart of departmental allocations will indicate where large sums of money are being spent. A general expectation would be to expect many dollars being allocated to library systems departments. Check the trends: Is major construction occurring? How about student outreach or bibliographic instruction? Is more money being diverted over time to particular areas of library plant or services? Following the money is one of the surest ways to determine chosen priorities. Forget the public statements and let the budget "show you the money!"

Once the librarian has established her library's priorities, she needs to examine them with regard to her own priorities. Can she, does she wish to support any of these values by contributing her professional efforts in any of these directions? Does she feel a strong need to work to change these priorities? These are very important decisions and are not to be entered into lightly. Building a professional career is a long-term commitment that will significantly affect any individual's future, as well as strongly influencing the librarian's self-concept. This can be a seminal choice: a perfect subject for discussion with a mentor or other advisor. Once made, this decision will color all future professional judgments, at least until the librarian decides to redefine herself. But more of that later.

Sometimes librarians who are consumed by activity and less mindful of impact become puzzled about their inability to advance at the pace they feel they deserve. They fail to see that although they value their activity, or others who have no influence on library priorities value their activity, their contribution, if not in sync with library priorities, will not provide the value-added component that leads to full reward. It is interesting to listen to the management rhetoric concerning the need for staff development, and then compare the employee training budget with that of book binding. This is not a criticism of the need to bind library materials, far from it! It is just an illustration of each cost item's perceived relative importance to the success of the library which plans annual spending for both functions.

One of the major issues for African Americans in the determination of priorities arises from the fact of our minority status and our history. Diversity is a fine goal, but somehow its attainment tends to be vested in the minorities currently working at the institution, rather than in the hands of the (usually) white management. Responsibility for attracting, nurturing, and advising minority newcomers often appears as an add-on to regular responsibilities. African American librarians, who may have been without mentors themselves, are now expected by management and each other to mentor new minority librarians. They are asked to serve on affirmative action committees, provide color for search committees and so forth. If we look at the budget for these activities, what do we find? And librarians wonder why they receive so little reward for these activities?

Let's get one thing on the table. This is not a discussion of fairness, or of personal fulfillment. The watchwords of this paper remain contribution, impact, value-added. This is important in relation to library and campus priorities. Librarians wishing to advance on a "fast track" should pay heed. There are decisions to make in this regard, perhaps compromises even. Certainly in the context of performance review the issue of "special" responsibilities needs to be discussed in advance. How these expectations are handled could be critical to an African American librarian's ability to make career determining choices.

Advancement over the course of a career is bound to proceed differentially. By that statement I mean that progression through ranks will not necessarily occur at regularly predictable intervals. I am not referring to salary adjustments based on inflation or length of service. I am referring to advancement decisions based upon individual contribution (merit).

The nature of value added performance requires planning, environmental scanning, personal and professional development, and action resulting in significant impact to the library. It is unreasonable to expect these circumstances to come together annually, on any predetermined schedule. That is not to say that individuals cannot have a positive organizational impact on many occasions during their career. It simply means that prescheduling such impact is unlikely. Accordingly, academic advancement can be an uneven process with varying levels of success and accomplishment at various times in a career. An uneven pattern of advancement through rank should not necessarily be a matter of concern, especially when the period between advancements is being spent in career planning, development, or preparation.

In September 1997 the Library at Berkeley, with funding from CLIR and IMLS will be sponsoring two 3-day Institutes for librarians. The purpose of our effort is to assist professional librarians in pushing the envelope to redesign and redirect librarianship in California and the U.S. In the midst of the major changes which information professionals are experiencing, we decided to ask librarians themselves, "What do you need to know?" The results of our research, based on the return of over 700 questionnaires, revealed the following:

1. Librarians want to learn more about basic, advanced and emerging technologies, and especially how to acquire and use them in their professional roles.

2. Librarians want to learn more about managing change for themselves and for others.

3. Librarians want to increase their knowledge about human resources and financial accounting.

The above are listed in order of importance according to the respondents. There is an interesting omission. Management skills do not appear on the short list. This is especially interesting since most sponsored programs for minority librarians concentrate strongly on management as a gateway to advancement. In the public sector, I believe that may be true, but in universities it is not necessarily the case. And a majority of 700 responding librarians failed to define their professional development needs through the development of general management skills. I think they are on to something.

Certainly in California, and quite likely elsewhere, new worker generations in high tech industries are shying away from management as a career. Knowledge workers, they see themselves as educated professionals whose primary responsibility is to create and maintain ideas and systems that are responsive to changing client needs. They are individual contributors who enjoy collaborating with peers.

Professional librarians are beginning to see themselves in a similar light. Such a model of professional contribution adapts very well to the university setting where faculty have been pursuing this ideal for centuries. Under this model, responsibility for professional development and for success rests firmly with the individual whose professional assets are translatable to any group of similar universities/libraries.

Because skills training is merely a basis from which to support knowledge and fruitful action, the Institute we are planning in response to the questionnaire has as its subtitle Thriving in the Electronic Age. Of course, the key word here is "thriving". It could mean "professional promotion and advancement" in the electronic age.

When I entered libraries in 1988 I asked everyone I could, "What do librarians do?" No one could answer me fully and simply. This is a fundamental problem with the profession, I believe. Librarians need to define themselves in a sense that recognizes the past, but embraces the future. In this context, reflecting over a job description cannot provide the vision and flexibility necessary in this changing information environment.

More and more it is becoming critical that librarians envision and define their future in professional terms. A friend once said to me, "Librarians are the only profession that named themselves after the building." As the building becomes less necessary and less visible (think Amazon.com), librarians need to reconstruct their profession, while redefining the nature of their careers.

I know a librarian who is performing on the cutting edge of electronic librarianship, working with informatics systems in a national context. When it was time for his review, the peer review committee was puzzled—what was he really doing? And what was its value?

These questions, I think, reflected less well on the peer review committee than they did on the particular librarian. I regret that his review dossier was not sufficiently clear that the confusion could have been avoided. Nonetheless, the fact that he was ahead of the crowd indicated an individual who was able to look into the future and find a major role for himself in helping to define how that future will develop. This, in my mind, is true professional performance, the kind toward which every librarian should strive. If librarians do not become an integral part of the future, they will come to reside in the past, placing the information baton squarely in the hands of the new information specialists who lack library training, ethical commitments, and long standing dedication to the clients that they serve.

It is often said that whatever it is happens first in California. While not always accurate, it is interesting to consider that statement as one looks at the history of library education in California.

Twenty-five years ago, California supported library schools at the University of Southern California, UCLA, Cal State University, San Jose, and UC Berkeley. Today the school at San Jose State is the only one left as before. USC library school has closed; UCLA library school is now subsumed within the School of Education and no longer has its own dean or independent department. UCB library school has become the School of Management and Information Systems and no longer grants the MLIS degree. Will professional librarians become an endangered species? I wonder.

It is in this arena that librarians have the most to gain from and to offer by their professionalism. For me, the best of all possible worlds would be to see review dossiers of African American librarians demonstrate how they are identifying and solving the major information problems of today. Problems like: bibliographic instruction for those students who do not arrive at college computer literate with their own machines; access-enhancing organization and standard verification practices for information posted on the Internet; integration of information resources with distance learning projects. These are just some examples of professional issues awaiting resolution.

Finally, when a librarian has considered her environment, the needs of the profession, her own long-term career interests and possible trajectory, she needs to share her plan with others. A mentor is good as a sounding board, but she should get her message out clearly to her library administrators and faculty. Working in a vacuum is stifling; there is no air to breathe. One of the most fulfilling aspects of academic life is the opportunity to work productively with colleagues. Crafting a career should include the input, assistance, and cooperation of librarian and faculty peers. The academy is an amorphous institution whose overall success resides in the individual successes of its component groups, faculty, other academics, staff and students. Others on campus need to know of librarians' efforts to support information needs into the next century. If interested, they need the opportunity to help librarians achieve important goals related to teaching and research.

I urge all to become active participants in building a new focus and structure for information science in the U.S. and the world. May your future review dossiers reflect your unique contributions and bring recognition and acclaim to this noble profession.

Recruitment, Retention, and Tenuring of African American Faculty

Maurice B. Wheeler, Ph.D.

I was invited to speak to you this afternoon partly because I have worked as an academic librarian, but more specifically because of the topic of a 1994 research project that I conducted for my doctoral dissertation.[1]

This study examined the perceptions and concerns that African American faculty members have about entry into faculty positions and progression to tenure. Although the population for the study was library educators, many of the issues are also very relevant to academic librarians.

For the purposes of this presentation I will not discuss the methodology in great detail, but will simply say that a survey and semi-structured interviews were utilized. Also, because my population was Black faculty, unless otherwise stated, when using the term faculty I am referring to African and African American faculty. At the time of the study, there were 37 full-time African American and African faculty employed in the 58 ALA accredited schools of library and information science in the U.S. Although in reporting, the schools made no distinction between African and African American, faculty made the distinction themselves when returning surveys. However, in discussion of the results, I combine the two groups and use only the term African American.

African Americans made up only 6.6 percent of full-time faculty at the time of the study. However, the inclusion of historically Black colleges and universities (HBCU) in the study was a significant factor in achieving that percentage. If only predominately white institutions were included, the number of faculty in the study would have been reduced by 23 percent. The percentage of tenured faculty would have decreased and many other findings would have been different. Historically Black colleges and universities continue to employ the highest proportion of African American faculty. Clearly, if the faculty in library programs at HBCUs are excluded, the total number of African American faculty in library schools is reduced to an alarming level. Because HBCUs also employ the highest proportion of African American librarians, a study of African

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[1] Wheeler, Maurice B. (1994). African American faculty perceptions of recruitment, retention, and tenure processes and practices in U.S. ALA accredited library and information science programs: A descriptive study. Unpublished doctoral dissertation, University of Pittsburgh.

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American librarians in academic libraries would likely reveal similar results.

A profile by rank and gender indicated that 53.3 percent of faculty were female, yet they made up two-thirds of the assistant professor rank. The ranks of lecturers and instructors were made up entirely of females. Just under half of faculty were hired at the rank of assistant professor, and no females were hired initially in any position higher than assistant professor. Of full professors, 75 percent were male.

Fourteen faculty had tenure, at 46.7 percent of the total. However, only four percent had been offered tenure at time of hire. One-third of tenured faculty believed that the tenuring and promotion process is unfair and inequitable. Surprisingly, only 16.7 percent of untenured faculty see it as an unfair process. Several interviewees speculated that this percentage was low because the majority of untenured faculty had not yet experienced the tenuring process first-hand.

The tenure and continuing appointment process in academic libraries is often replicated from the standard tenuring process for an academic program. Many librarians and faculty complain that the requirements often seem a well-kept secret, and conflicting messages are the norm. In the study, committee work or community service were considered of maximum or considerable value for advancement and promotion by 70.8 percent. An overwhelming majority, 96.4 percent, agreed publishing is essential to tenure. However, only one-half agreed that teaching is as highly regarded as research for tenure.

Of the four African American male deans, three were approaching the age or number of years of service where retirement was a strong consideration. There was only one African American female dean, and two African American female associate or assistant deans. When administrators were asked to suggest reasons for the low percentage of African American administrators, without exception, each response referenced the low percentage of African American students pursuing the MLS degree and an even lower number pursuing the Ph.D. If the focus was shifted from deans of library schools to deans and directors of academic libraries, again, the inclusion of HBCUs significantly changes the results.

The determining factors in the recruitment process were faculty contact, initial rank, initial salary, and initial tenure status. For many people the presence of a trusted colleague was an important factor. Thus, several programs list two or three African American faculty on their full-time rosters. It appears that if there was one African American faculty present, recruiting others was much easier.

Although recruitment is extremely important, it is increasingly seen as only half of the equation for success. Many administrators are beginning to see retention as equally important. Among the expected determining factors in retention, such as salary and tenure status, was identification with the department and institution. However, only 46.7 percent of faculty strongly identified with their institution and only 60 percent reported identifying strongly with their departments.

A majority of faculty, 79.3 percent, believed that their institutions were committed to affirmative action, and 75 percent reported that they were expected to help with the effort. This expectation presumed that they possess the inclination, expertise, and personal commitment for such activities. There are other considerations which cause some concern. Will faculty receive credit for such activities in the tenure and promotion process, and are these same affirmative action related expectations placed on white faculty as well? African American administrators commented on the constant "showcasing" of African American faculty and administrators so that people on and off campus would know that they are present. They also discussed the challenges in time management and shifting priorities that such expectations cause for them.

Certainly, a major component of retention is mentoring relationships. Although the survey did not seek specific information on the nature of mentoring relationships, interviews with administrators revealed that few of them had mentors in library education, particularly in rising to the rank of administrator. Of those who did have mentors, cross-ethnic and cross-gender mentoring was the norm. The interviews indicated, however, that although white men sometimes mentor African American women, white women did not. Findings showed that 70.6 percent consider a mentoring relationship with a senior professor of maximum or considerable value. Yet, nearly half of faculty, 48.3 percent, considered it difficult to establish good working relations departmentally.

The library profession has long struggled with issues related to racial injustice and the appropriate response to such issues. Therefore, it is not surprising that African American faculty do not collectively perceive the racial climate in programs of library and information science as barriers to recruitment, retention, tenure, and equity of treatment. Despite the unanimous perception that minority populations are not employed at appropriate levels either departmentally or institutionally, faculty do not associate this under-representation with hostility from whites. However, the absence of hostility does not suggest concern, support, and commitment to success.

It was clear from the results of the study that innovative measures must be pursued by library science programs in order to recruit, retain, and promote to tenure a larger number of African American faculty. In library and information science schools, as well as academic libraries, administrators have not established programs that have dramatically changed their demographics or their organizational cultures.

On an individual level, to be most successful, a faculty member or academic librarian must be well acquainted with the culture of the environment and what is expected of them. Unfortunately, that is much easier said than done. The best way to achieve this is to have a mentor to help navigate the system. It's important to be able to read a road map, but sometimes you need others to explain what the cartographer couldn't capture on the map, as well as the changes that have taken place since the map was printed.

Many librarians entering the academic work environment are not aware of what it will take to be successful, and many people are resentful of the requirements once they become aware of them. The long hours and "mandatory" activities come as a surprise. Often new faculty do not come with the understanding that use of their personal time and resources will be necessary for pursuit of professional endeavors.

There is one bit of advice I'd like to leave with you. Find a mentor or a group of mentors who can support and guide you through your professional development. It is essential. If you don't have one, seek someone out. Make your choice wisely, however, as wisely as you choose friends. A mentorship can be as informal and infrequent as meeting a person for breakfast twice a year at ALA meetings. Or, it can be more structured and task oriented. What is most important is finding the arrangement and frequency of contact that works for the two of you.

Academic libraries are exciting places to be, but they have a long way to go before they are able to fully embrace the diversity that people of color bring with them. As academic libraries continue to struggle with diversity and other issues related to their organizational culture, African American librarians must make sure that we are able to determine our own success; a success based on our knowledge of the system and how it works, our skills, and our professional and personal aspirations.

Making Global Connections in Law Librarianship

Webbing the Law: Finding Legislative Information Using GPO Access

Gwendolyn N. Halford

GOING ELECTRONIC

Finding legislative information electronically is the preferred format of its producers as we move into the 21st century. In fact, although some federal documents will continue to be published in a variety of modes, i.e., print and electronic, Public Law 104-231, the Electronic Freedom of Information Act Amendments of 1996 (EFOIA), requires any federal agency that creates information accessible to the public, to provide that information electronically (online, CD-ROM or web-based), even if the agency will continue to publish the information in print or other formats.

In addition, the preferred status of accessing federal information electronically is heightened by a report prepared by the major publisher of printed federal documents, the Government Printing Office (GPO), entitled "GPO/2001: Vision for a New Millennium." One could easily conclude that Public Law 104-231 serves as a strong advocate of this report. In GPO/2001, GPO cites its future direction in a strategic plan that will not only promote its current mission of assisting "...Congress and Federal agencies in the cost-effective creation and replication of information products and services...to provide the public with the most efficient and effective means of acquiring Government information products and services,"[1] but also respond to the current demands of the electronic information era that require all to be receptive to the methods and formats of the electronic milieu in accomplishing their mission. The report states that

> in order to provide high-value, cost-effective information products and services in the future, much of it will have to be in electronic formats; [and] in order to disseminate information efficiently and effectively, and to encourage its broadest and most effective use, electronic formats will likewise be required.[2]

Of the electronic formats that government information is available in, attention will be given to accessing legislative information through the internet. Currently this information is available via THOMAS, LOCIS

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[1] U.S. Government Printing Office, GPO/2001: Vision for a New Millennium, (Washington, D.C.: Government Printing Office, 1991), 3.

[2] Ibid., 3.

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(Library of Congress Information Service), and GPO Access (http://www.access.gpo.gov). This paper will explore the user-friendliness of GPO Access for acquiring legislative information.

GPO ACCESS

GPO Access, a database under the auspices of the Government Printing Office, was introduced on the Internet in June 1994 and became a free service in December 1995. GPO Access offers seekers of information emanating from the legislative branch of the federal government, a timeless and invaluable vault of data. Currently, of the more than 70 databases from which to search, congressional information can be retrieved from:

Code of Federal Regulations
Congressional Bills
Congressional Calendars
Congressional Directory
Congressional Documents
Congressional Record
Congressional Record Index
Congressional Reports
Federal Register
History of Bills and Resolutions
House Rules Manual
Privacy Act
Public Laws (U.S. Statutes at Large)
Unified Agenda
United States Code

Searching the databases provided by individual federal agencies can also generate legislative information, especially that which pertains to the agency. However, these may also serve as a gateway for locating data on any legislative activity.

GPO ACCESS - SEARCHING BASICS

Searching GPO Access with ease or being able to retrieve relevant results for any given search generated some mixed feelings for this author. On the surface level, a novice user might think, "all I need to do is type the word(s) in the search box and press enter." Basically, this is an accurate statement. After reading the general instructions that appear on the search screen, inexperienced users would conclude, "To become proficient in searching, all I need to do is enclose phrases in quotation marks, use the asterisk for truncating any word and capitalize the boolean operators." To put it mildly, many might be somewhat disappointed when they see the results of their search. The concerns this author has will be addressed in "A Few Problems" and the conclusion.

Overall, GPO Access is a very good program and using it is easy. It does not require the use of commands and it is not embedded with cumbersome instructions that would drive away the most seasoned users of sundry searching applications. From the menu screen, one can click on "helpful hints" to receive additional assistance on searching individual databases. Also, one can click on "additional instructions" if further help is needed regarding GPO Access, in general. This list includes concise and straightforward details on the following topics:

General Instructions
Basic information indicating that subsequent topics are general and apply to all the databases, and for specific information regarding an individual database, users should refer to "helpful hints."

Boolean Operators
Explanation of AND, OR, NOT, & ADJACENT

Query Report
This appears as the last item of each search. Included are the time it took to process the search request; the number of words in the database that matched those in the search query; the total number of documents identified as being relevant; and the way in which the search request was parsed.

Stop Word List
A list of words which occur so frequently that they are not searched if included in the search query.

Relevance Ranking
Results of a search are ranked using this technique. Relevancy is computed using the following:

1. The occurrence of the search term(s) in the document title.
2. The total number of the search term(s) as a percentage of the total document size.
3. The document's compliance with the exact phrasing of the search request.

One of GPO Access's greatest assets is the ability to search multiple databases simultaneously. This feature allows one to retrieve committee reports, the text of bills, the public law, the United States Code (USC), etc., in one search. Holding down the "control key" while scrolling through the database list, one only needs to click or press enter on the desired database(s). If one wants to remove any selected database, clicking or pressing enter on the highlighted database will remove it.

SEARCHING EXPLORED

Often, a major consideration for selecting a database or the designing of its interface is its propensity for being user-friendly. If this author were to assess the user friendliness of GPO Access when trying to locate legislative information, she would have to give it three grades. Searching the databases individually, B, with the exception of the Code of Federal Regulations (CFR), which is still being developed; searching the databases simultaneously, B-; and GPO Access as a whole, B. This arbitrary grading is based on this author's speculation on how the public—which often has limited knowledge of the text of a bill or law, its exact title, related reports, or the source citation (e.g., public law, or federal register)—would be able to search effectively using terms or phrases that could be very broad and still retrieve the desired record(s) within a search generating 100 hits.

As stated earlier, the results generated from a search can prove to be disappointing to the user, especially if the search request is broad and transcends the boundaries of multiple sources, i.e., it is a subject or topic that more than one committee, or title of the CFR, or public law, etc. will address. Good examples would be nutrition and the Freedom of Information Act (FOIA).

FOIA will be the featured example in this section's discussion.

FOIA has quite a reputation, for it affects every agency within the jurisdiction of the federal government. Very recently, it received a major revision. The electronic era finally reached its domain, and on Oct 2, 1996, bill H.R. 3802 was signed into law by President Clinton, thus creating the "Electronic Freedom of Information Act Amendments of 1996 (EFOIA)," Public Law 104-231. The bill is assigned to Title 47 Part 0 of the CFR, and is regulated by the Federal Communications Commission. As stated in the opening paragraph, this law requires federal agencies to publish public information in an electronic format, regardless of its availability in other forms, e.g., print.

Finding the text of EFOIA, or information regarding its implementation, can present some interesting challenges. Because of EFOIA's far reaching effects, every agency is affected by its mandates. Therefore, searching the phrase "electronic freedom of information" or "freedom of information" or "information and access" can generate a great deal of hits.

Conducting a search in the Federal Register (FR) for 1996 & 1997 produced the following. The default number of hits was set at 100, however, it can be set anywhere between 40 and 200.

EXAMPLE

GPO Access Search Results

Search Databases:

Federal Register, Volume 61 (1996); Federal Register, Volume 62 (1997)

For: ""freedom of information""

Total Hits: 100

[19]

fr25jn97P Implementation of the Electronic Freedom of Information Act

Size: 14171, Score: 292, TEXT, PDF, SUMMARY

GPO Access Search Results

Search Databases:

Federal Register, Volume 61 (1996); Federal Register, Volume 62 (1997)

For: ""electronic freedom of information""

Total Hits: 14

[3]

fr25jn97P Implementation of the Electronic Freedom of Information Act

Size: 14171, Score: 1000, TEXT, PDF, SUMMARY

Looking at the results, the search for EFOIA's implementation generated many hits when conducted as "freedom of information." However, browsing through the results, the record regarding its implementation is #19. Even though a list of 100 hits is a lot and most would not look at 100 records (in one visit), many would browse the entire or a portion of the hit (title) list. Including "electronic" in the search statement helped reduce the number of hits tremendously. Out of 14, the implementation of EFOIA is #3.

When considering the public, many might not be aware of the major revision that has taken place with FOIA. Let's say a patron had heard about this bill and wanted to peruse the text of the bill as it appears in the U. S. Statues-at-Large and the United States Code. Although aware of the law, he is not aware of the exact title of the law. Taking this into consideration, the next example will demonstrate the findings of a search using terms that are broader than the phrase "freedom of information."

EXAMPLE

search request = information AND access

GPO Access Search Results
Search Databases:

Public Laws, 104th Congress; United States Code

For: "INFORMATION AND ACCESS"
Total Hits: 100

[23]
5USC ' Sec. 552. Public information; agency rules, opinions, orders,
Size: 48097 , Score: 152 , TEXT

[39]
Pub.L. 104-231 To amend section 552 of title 5, United States Code, popularly known as the Freedom of Information Act, to provide for public access to information in an electronic format, and for other purposes.
<>
Size: 22076 , Score: 121 , TEXT , PDF

This search proved successful when searched in the Public Law (PL) and USC databases, via record numbers 23 and 39, respectfully. One hundred hits were the result of this search but, as stated earlier, many would browse through at least a portion of the title list. When "information AND access" was searched in the FR for 1996 and 1997 (default at 100), it did not retrieve the record regarding EFOIA's implementation. Also, the following search statements did not retrieve EFOIA's implementation in the Federal Register for 1996 & 1997.

> "freedom of information act" AND access AND (electronic OR computer)
> information AND access AND (electronic OR computer)

The non-retrieval of the implementation of EFOIA was surprising, especially since "freedom of information act" and "electronic" appear in the title, which has the highest rating in determining the relevancy of documents to include in the hit list. In the actual document, FOIA appears several times. Redoing the searches and adding FOIA retrieved the desired record. There should be a link between abbreviations/acronyms and what they stand for or a well-highlighted note indicating that all types of spellings should be used in the search request. A good example should also be placed adjacent to the search box.

The use of the CFR database presented more of a challenge for this author. As stated earlier, it is still being developed, therefore some titles are not accessible. In CFR, titles can be searched simultaneously or individually. The titles are referred to as CFR books, which can "throw some for a loop" who are looking for the option that will allow them to search by title(s). In addition, within a title, a specific volume (chapter) and section can also be searched. The default is set at 120 and has a maximum of 200. However, when searching an individual title(s), the default range is 40 to 200.

Searching all titles can produce a wealth of unwanted records, even though at least one of those could be the desired hit. Selecting specific titles can prove just as futile if the right title is not one of those selected. This author sees this as a major disadvantage to searching CFR. A good subject/keyword/cross-reference index, one that could be programmed to interpret a patron's request and match it to the appropriate title(s), would serve as one way of alleviating false results. Of course this is predicated on, to a great extent, how well the patron can articulate his information needs in writing.

Searching EFOIA in all volumes of Title 47 produced the following.

EXAMPLE

```
CFR Search Results
Search Database:
Title 47 All Volumes

For: ""electronic freedom of information" OR
("freedom of information" AND
ELECTRONIC)"

Total Hits: 9
[4]
47CFR0-- PART 0--COMMISSION
ORGANIZATION
   Size: 364344 , Score: 244

[5]
47CFR0-- Subpart C--General Information
   Size: 166095 , Score: 233
```

Searching under the PL and USC citations as a phrase did not retrieve Part 0 of CFR Title 47. However searching "electronic freedom of information," Part 0 of Title 47 was retrieved two times out of nine, record number 4 and 5, respectively. When searched under all titles of the CFR, as seen below, there were 73 hits.

EXAMPLE

```
CFR Search Results

Search Databases:

All CFR Titles Currently Available

For: ""5usc55s" OR "5 usc 552" OR
"public law 104-231" OR "pub l 104-
231" OR "electronic freedom of
information""
Total Hits: 73

[1]
((LIST OF AVAILABLE CFRs ONLINE))
   Size: 50147 , Score: 1000
[2]
((LIST OF AVAILABLE CFRs ONLINE))
   Size: 50147 , Score: 1000
[3]
((LIST OF AVAILABLE CFRs ONLINE))
   Size: 50147 , Score: 1000
[4]
((LIST OF AVAILABLE CFRs ONLINE))
   Size: 50147 , Score: 1000
[5]
5CFR1630.2-- Sec. 1630.2 Definitions.
Size: 2714 , Score: 1000
[38]
((LIST OF AVAILABLE
CFRs ONLINE))
   Size: 50147 , Score: 1000
[39]
5CFR1630-- PART 1630--PRIVACY ACT
REGULATIONS
   Size: 34140 , Score: 698
[40]
5CFR1630-- PART 1630--PRIVACY ACT
REGULATIONS--Table of Contents
   Size: 34159 , Score: 698
[41]
Query Report for this Search
   Size: 1818 , Score: 1
[42]
Query Report for this Search
   Size: 1815 , Score: 1
[43]
Query Report for this Search
   Size: 1817 , Score: 1
[69]
Query Report for this Search
   Size: 1861 , Score: 1
```

[70]
Query Report for this Search
Size: 1862 , Score: 1
[71]
Query Report for this Search
Size: 1883 , Score: 1
[72]
Query Report for this Search
Size: 1868 , Score: 1
[73]
Query Report for this Search
Size: 1848 , Score: 1

However, Title 47 is not among the hits. Title 5 was cited three times. What appeared several times is "list of available CFRs online" and "query report for this search." The search was preprogrammed to be conducted in two sections of the database, titles and volumes, therefore generating these duplicate reports. The unsuccessful searches may be due to CFR's premature development.

A FEW PROBLEMS

There is a slight problem regarding consistency in the structuring of search statements. The way a statement must be written, especially a citation, is critical, because the way a citation has to be structured in one database may be unacceptable in another. This applies to the PL and USC databases. Each requires the citation to be written in a predetermined format.

USC database -

"pub l 104-231" or pub ADJ l ADJ 103 ADJ 231

"5usc552" or 5 ADJ usc ADJ 552

"110 stat 3048" or 110 ADJ stat ADJ 3048

PL database -

"public law 104-231" or
public ADJ law ADJ 104 ADJ 231
"5 usc 552" or 5 ADJ usc ADJ 552

"110 stat 3048" or 110 ADJ stat ADJ 3048

This aspect pecks at the user-friendliness of GPO Access. The patron who is unaware of this will probably experience some frustration. On the search screen, where general instructions are provided, there is no clear indication that those who want to do a citation search should refer to the database's "helpful hints" so that it can be entered correctly - the first time. This author strongly feels that due to the government's decision to go "electronic" for storing much of the public's data, to ensure the public has quick and easy access to this information there should be few restrictions, if any, on how the citation must be written. Also, if a predetermined format for writing a citation is imperative, a program should be embedded in the database that can detect a citation search and if the citation is not in the right format, interrupt the search and provide instructions on how to write it.

Related to consistency is the lack of direct links to each stage of public laws. It appears that a link exists between FR and CFR, and also between USC and PL. However, there is not always a direct link between CFR and USC, and PL and the enrolled bill number (passed into law). In other words, searching by either the public law or USC citation or the enrolled bill number in the CFR database will not always link to its corresponding CFR Title.

Another problem of the electronic version is the inevitable downtime that happens. The response time for the many searches this author conducted over a three-month period took anywhere from 1 second to over 2 hours to not being able to use GPO Access at all on a given day (and on one occasion, two consecutive days). If electronic means is the preferred choice for storing public records, when it is not working, what alternative(s) will the public have to acquire the information it has paid for so that it is available when it is needed? If an error message appears, it says either "data missing," or "there was no response…server could be down…," or "server error…the server has encountered an internal error…," or "no data found." Unfortunately, the inability to access information electronically and the delayed response time occur more often than they should. This mishap should definitely be looked upon as a rare occurrence, not a regular feature.

CONCLUSION: ELECTRONIC, THE PREFERRED CHOICE

The Government Printing Office's database program, GPO Access, is a service the public will more than likely consider to be vital, especially since electronic storage of government information is treated as the favored option. The user friendly component of a database is one of its most important attributes. If the information is available but there is difficulty getting to it, metaphorically speaking, this is tantamount to it not being there. This author called the telephone number listed on the web page and was given the following answers to the questions asked.

1. When I searched in all titles of CFR by "citation" and "title of the law" for the regulations on EFOIA, why didn't the appropriate title/chapter appear in the hit list?

If quotations were put around the citation, redo the search without the quotations. CFR database is still in the process of being developed, therefore, some bugs have not been worked out.

2. Based on my previous question, appearing several times were "list of available CFRs online" and "query report for this search." Why the duplication?

Within the database two things are searched, titles and volumes, therefore, each title and volume searched will generate a report. The "list of available CFRs online" provides the user with not only what titles and volumes are available but also what has been updated.

3. Will the CFR subject index, available in print, become part of the CFR database? What is used to answer a search query?

Including the subject index in the database was discussed about five months ago and the decision was that it would not be included. Document retrieval is based on freetext, the number of times a word(s) or phrase(s) appears in the document and the document's title.

4. Why isn't there always a direct link between all levels of a law i.e., from enrolled bill number to U.S. Statues at Large to Federal Register to United States Code to Code of Federal Regulations and to the official title that appears in each of these sources?

As long as the citation has been included within the title or text there is a link. There are no current plans to link these levels automatically.

5. What is being done to assist searchers who may not have a wealth of knowledge about their topic and what they include in their search statements would be so broad that it generates a lot of false hits?

They can call the help desk at 1-888-293-6498. If they do not have access to a telephone or it is after business hours, they can refer to the database's helpful hints or use one of the university's site via "Federal Depository Library Gateway," which is on the search screen that includes the database scroll menu.

> Once created and distributed, electronic information products must be sustained if they are to retain their value.[3]
>
> Sustaining is looked upon as constituting four variables, currency, availability, location, and integrity.[4]
>
> Currency means keeping it up to date. Currency is complemented by availability—the retention and preservation of information for future users. Both require the ability to locate the information and to validate its integrity.[5]

Since GPO Access is a vital service and as paper publishing at the federal level continues to wane, its user friendly component becomes even more critical for it to retain its value as the major point of access for legislative and other key public information. Therefore, problems regarding the technique for answering search queries, consistency and downtime, pose major concerns, especially in the area of availability.

Availability impacts on user-friendliness for although the information is available, there has to be a way to retrieve, with consistency, the data that is needed. One way GPO Access can assure availability is to provide not only a freetext technique for answering queries, but also include a classification system that links key words of a document to subject headings, sub-headings and related subjects, such as the Library of Congress Subject Heading. Cross references such as "see" and "see also" should be a part of the classification system too. This classification system would also enhance consistency for example, the stages of a law would automatically be linked to each other. This type of component can be looked upon as "value-added" indexing. "Full-text on-line databases are virtuosos of indexing, but they are incapable of what might be termed 'value-added' indexing. They cannot take a related term and give you a 'see also' reference or give you access to a case that is relevant to your topic but in a way that does not use the particular words or phrases that you expected."[6] Also, a good classification system with an extraordinary linking apparatus might alleviate the need of many to pay exorbitant fees to commercial services which take taxpayers information, repackage it, and sell it, reaping enormous profits. They should not reign supreme packaging and distributing the public's information, the government should.

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[3] Bruce W. McConnell, "New Wine in Old Wineskins: U.S. Government Information in a Networked World," *Journal of Government Information* 23 (1996) : 218.

[4] Ibid., 218-219.

[5] Ibid., 218.

The lack of availability due to downtime or network congestion can overshadow a database's user-friendly component and other positive features. Oftentimes, the more unfriendly the resource, the more one will seek alternatives to accomplish a task. Upon finding a solution, the unfriendly resource can become obsolete and definitely take a back seat to its competitors. Trying to regain a preeminent status above them can sometimes be difficult. Network congestion, i.e., how many hours will electronic resources be available and how quickly can one access them, is a drawback of electronic storing.[7] The American Society for Information Science published a study in 1993 that was commissioned by the Office of Technology Assessment on the delivery of government service through electronic means. Although GPO was not the targeted subject, as an agency of the federal government, it would benefit by keeping the study's recommendations in perspective.

> Without a modern technology infrastructure and a national information infrastructure, the Federal Government will be relegated to the status of a second-class organization operating merely at the periphery of society in the twenty-first century…The Federal government needs to change to meet the public demand for services at the customer's own convenience…Federal government services need to exhibit a thorough and deliberate customer orientation… government services should be given where and when the public wants them, rather than where and when the government wants to provide them."[8]

Michael F. Dimario, the Public Printer of GPO, said that "GPO Access is the only Government online service providing access to a wide range of information from all three branches of the Federal Government [legislative, executive & judicial], and the only service providing *official* access to this important Government information."[9] He also stated that GPO Access has been praised from a variety of sources and was the recipient of an award. These accolades are commendable, and deserved, for GPO Access, as stated earlier, is a timely and very good resource which, generally speaking, is easy to use. However, the impediments that can chisel away at its user-friendly component must be at the forefront of the concerns and scrutiny of GPO. Regarding GPO Access's value and the question of whether it can be sustained, the answer is emphatically YES. However, "whether government information specialists and access facilitators can continue to thrive with GPO as an information disseminator is largely dependent on attitude and adaptability."[10] In other words, they must embrace an attitude and manner that responds proactively to the sustainability of GPO Access as an electronic media with an invaluable product that eternally reigns above all others.

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[6] Richard A Leiter, When to Use a Computer for Legal Research," *Legal Assistant Today* (May/June 1993) : 158.

[7] For a discussion on the many electronic formats government information is available in, see John Maxymuk, "Riding the Technology Waves in Search of Electronic Access: CD-ROM, Gophers, the WWW and Beyond: A Viewpoint," *Journal of Government Information* 23 (1996): 327-334.

[8] Charles R. McClure et al., "Electronic Delivery of Federal Government Services: Policy Issues and Recommendations," Proceedings of the 56th ASIS Annual Meeting Held in Columbus, Ohio 24-28 October 1993, ed. Susan Bonzi (New Jersy, 1993) : 45-46.

[9] U.S. Congress. House. Committee on Government Reform and Oversight. 1997. GPO's Role in Federal Information Dissemination. Prepared statement by Michael F. DiMario before the Subcommittee on Government Management Information, And Technology 105th Cong., 1st Sess.

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[10] Maxymuk, "Riding the Technology," 333.

Webbing the Law: Finding Legal Information on the Web

Rhea Ballard-Thrower and Edna S. Dixon

Abstract

Finding legal materials on the World Wide Web can be a daunting task, unless one knows where to look. Speakers present some of their favorite Web sites for finding legal information. Please note: Due to the ever changing nature of the Internet, some of the Universal Resource Locators (URLs) may no longer be valid.

Introduction

In the late 1960's the Advanced Research Projects Agency decided to create a system that would facilitate communication between Project participants. In the age of the Cold War, four sites (University of Utah, University of California at Los Angeles, University of California at Santa Barbara and Stanford Research Institute) joined to create a system called the Advanced Research Projects Agency Network (ARPANET).[1] In 1986, the National Science Foundation added its supercomputer technology to ARPANET. The system developed by the National Science Foundation, NSFNET, was preferred to ARPANET and eventually prevailed as the dominant system. Today, that system is known as the Internet.[2]

The World Wide Web was developed in 1989 at CERN, the physics research lab in Geneva, Switzerland.[3] The Web is a system that utilizes hypertext to access the Internet. Rather than linear processing, hypertext allows the user to access information non-sequentially. A hypertext document is linked to other documents, whereby the user can easily go from one document to another to obtain information. By using such Web browsers like Mosaic, Netscape, or Internet Explorer, users are a part of the Web's phenomenal growth.

The increasing amount of information on the Internet has become overwhelming. You name it, and there probably is not one, but several sites on the Web that will be of interest. Thus, is the case with the field of law. The Web can be used to find information on such topics as bankruptcy, employment, family law, immigration, and landlord/tenant, just to name a few.

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[1] Benson, Allen C., The Complete Internet Companion for Librarians, (New York: Neal-Schuman Pub., 1995).

[2] *Id.* at 4.

[3] *Id.* at 127.

Rhea Ballard-Thrower is associate librarian and Edna Dixon is catalog librarian, Georgia State University College of Law Library.

However, a user should be extremely cautious when using this information. One, the Web lacks quality control—anyone can put information on the Web. There is no guarantee that the information is accurate. In fact, many sites have disclaimers which state that reliance on the information found therein is done at the user's own risk. Check to see "who" posted the information to the site. Is it a reliable source, like the U.S. government? Two, the information can quickly become outdated. Be sure to look for the "last updated" date. Three, realize that everything is NOT on the Web. Many of the Web sites only have information for the last few years. For extensive or historical research, one should use a law library. In addition, many of the better commercial legal resources (LEXIS-NEXIS, Westlaw, etc.) are only available in print, online, and/or CD-ROM. Thus, finding inexpensive, accurate legal information in an efficient way can be a daunting task. Fortunately, several sites have been developed which allow users to obtain legal information from the Web quite easily.

The following web sites are by no means a comprehensive listing of the legal information resources available on the Web. Legal materials are organized into three types: primary, secondary and finding aids. The subjects which are encompassed by the law are almost as vast as the World Wide Web itself. With new legal web sites being added all the time, these sites are a helpful starting point from which to search the net.

Primary Sources – Primary sources are the verbatim text of materials – laws drafted by the legislature, cases decided by judges, regulations of governmental agencies, or executive orders from the President.

State Materials

State Web Locator
Villanova University Law Library
http://www.law.vill.edu/State-Agency/index.html

If the state or territory has a Web page, it can be found on the *State Web Locator.* The *State Web Locator* provides links to government information sites for all fifty states, the District of Columbia, Guam, Mariana Islands, Puerto Rico, and the Virgin Islands. Click on a state or territory and there are links to the home pages for: the state or territory, governor, secretary of state, attorney general, the senate, house of representatives, state constitution, and unannotated statutes (laws).

State Court Locator
Villanova University Law Library
http://www.law.vill.edu/State-Ct/

The *State Court Locator* was created to be the home page for state court systems on the Internet. This page provides links to home pages and opinions by state judiciaries that can be viewed and downloaded by users.

State Law
Washburn University Law Library
http://www.washlaw.edu/uslaw/statelaw.html

State Law is a search engine which enables full-text, subject searching of laws in the fifty states and the District of Columbia. In addition, *State Law* also provides links to government information sites for the states and the District of Columbia. Click on a state or the District of Columbia and there are links to the home pages for: the state or district, the senate, house of representatives, court cases, state or district constitution, and unannotated state or district code (laws).

Federal Materials

Legal Information Institute and Project Hermes
Cornell University Law School
http://supct.law.cornell.edu/supct/

The *Legal Information Institute* offers Supreme Court opinions under the auspices of *Project Hermes*, the Court's electronic-dissemination project. This archive contains (or will soon contain) all opinions of the court issued since May of 1990. Full-text searching of Court opinions can be done by subject or case name. In addition, the Cornell site provides the Supreme Court calendar for the current term, current schedule of oral arguments, the Justices' pictures and biographies.

FedWorld-Flite
United States Government
http://www.fedworld.gov/supcourt/index.htm

FedWorld contains the full-text of 7,407 U.S. Supreme Court Decisions from 1937 to 1975. Cases can be searched by subject or case name.

Oyez Oyez Oyez
Northwestern University
http://oyez.at.nwu.edu/

This site provides information about major constitutional cases heard and decided by the Supreme Court of the United States. Includes digital recordings of the oral arguments and opinion announcements using RealAudio. Cases can be searched by date decided, name, or subject.

U.S. Federal Courts Finder
Emory University Law School
http://www.law.emory.edu/FEDCTS/

Provides a map of the United States divided into eleven of the thirteen circuits. Click on the circuit you want and the link will take you to the site where the decisions are located. Cases are organized by date, then case name.

United States Code
Cornell University Law School
http://www.law.cornell.edu/uscode/

Contains the laws in force as of January 26, 1994. To update the *Code* sections, a link to THOMAS (http://thomas.loc.gov) is provided. Laws can be accessed by title, popular name, or citation (for example, 51 USC 20).

Secondary Sources—Secondary sources are materials that explain what the primary sources mean. Unlike primary sources, secondary sources cannot be cited in court.

'Lectric Law Lexicon
http:www.lectlaw.com/def.htm

The 'Lectric Law Library provides explanations of legal words, terms, and phrases.

Legaldocs
http://law.net/~usalaw/

Legaldocs provides standard form legal documents where you can input your specific information in an interactive format. Some of the types of documents available on *Legaldocs* include: Last Will & Testament, Residential Rental Agreement, Commercial Leases, Partnership Agreements, Powers of Attorney, Consumer Related Notices, etc. *Legaldocs* offers access to the documents on a fee per document basis. The documents are priced according to their complexity and the amount of work involved in producing the document. Prices range from $1.50 to $27.95.

AALL Reader Services Pathfinder Clearinghouse
American Association of Law Libraries
htttp://www.aalnet.org/sis/ripssis/
pathfinder.html

Okay, we admit it. This is a shameless plug for the American Association of Law Libraries (AALL), but there is more to this site than just information about AALL. The *Pathfinder Clearinghouse* links to pathfinders compiled by law librarians. Pathfinders are very helpful guides which are used to explain the legal research process and to locate information on a variety of legal topics. The *Pathfinder Clearinghouse* contains pathfinders on topics such as guardianship, name changing, federal legislative history, public records, tax research, etc.

Finding Aids—Finding aids are materials that help one locate primary and secondary sources.

FindLaw—http://www.findlaw.com/

FindLaw began as a list of Internet resources that were prepared for a workshop of the Northern California Law Librarians Association. Today, *FindLaw* is a comprehensive guide which includes links to resources on various legal subjects, legal associations and organizations, lawyer directories, expert witnesses and much more.

Hieros Gamos—
http://www.hg.org/hg.html

Hieros Gamos is the largest and only comprehensive legal site with more than 20,000 original pages and more than 50,000 links. *Hieros Gamos* is organized into three parts: HG I contains information on over 6,000 legal organizations, HG II includes information on over 200 subjects and 300 discussion groups, and HG III provides a free place for legal professionals to list information about themselves. The self-listing user-modifiable databases are used by law firms, experts, court reporters, alternative dispute resolution professionals, private investigators, process servers, etc.

USERS' GUIDE TO FINDING LEGAL INFORMATION ON THE WEB[4]

PRIMARY SOURCES: the verbatim text of legal materials.

State Case Law

FindLaw: State Resources
http://www.findlaw.com/11stategov/index.html

Legal Information Institute- Cornell University Law School
http://www.law.cornell.edu/opinions.html

Villanova Center for Information Law & Policy- State Courts
http://www.law.vill.edu/State-Ct

Washburn University School of Law Library- State Law
http://www.washlaw.edu/uslaw/statelaw.html

Federal Case Law

Supreme Court

Opinions	Findlaw Supreme Court Opinions **http://www.findlaw.com/casecode/supreme.html**
Supreme Court Oral Arguments	Oyez Oyez Oyez- Northwestern University **http://oyez.at.nwu.edu/**

U.S. Appellate Courts

U.S Circuit Courts of Appeals	Emory University Law School- Federal Courts **http://www.law.emory.edu/FEDCTS/** Georgetown University Law Center-Federal Court Opinions **http://www.ll.georgetown.edu:80/Fed-Ct/**
U.S. District Courts	FindLaw: Federal District Courts **http://www.findlaw.com/casecode/district.html**

State Statutes

State Codes	Washburn University School of Law Library- State Law **http://www.washlaw.edu/uslaw/statelaw.html** FindLaw: State Resources **http://www.findlaw.com/11stategov/index.html**

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[4] **WARNING:** Few things can be more potentially dangerous than inaccurate legal information. The law changes constantly, and ***no guarantee*** can be implied about the accuracy, currency, or relevance of material found on the Web. Before relying on the Web as a source of legal information, especially for primary materials such as case law or statutes, its accuracy should be confirmed with an authoritative source. While the Web should not, in most cases, be considered the final arbiter in answering legal questions, it can be an invaluable starting point for legal research.

BEST COPY AVAILABLE

State Codes	Full-Text State Statutes on the Internet **http://www.prairienet.org/~scruffy/f.htm**

Federal Statutes

Federal Code	Legal Information Institute- Cornell University Law School **http://www.law.cornell.edu/uscode/**

Municipal Statutes

Municipal Codes	Municipal Code Corporation **http://www.municode.com/database.html**

SECONDARY SOURCES: materials that explain what primary sources mean. Unlike primary sources, secondary sources cannot be cited to in court.

Legal Dictionaries	'Lectric Law Lexicon **http://www.lectlaw.com/def.html**
Legal Citation	Legal Information Institute- Cornell University Law School **http://www2.law.cornell.edu/cgi-bin/foliocgi.exe/citation?/**
Legal Abbreviations	Georgia State University College of Library- Finding Cases by Citation **http://law.gsu.edu/library/LibraryResources/InfoSeries/General/CasesByCitation.htm**
Law Reviews & Journals	University Law Review Project **http://www.lawreview.org** FindLaw: Law Reviews **http://www.findlaw.com/lawreviews**
Legal Forms	FindLaw: Forms **http://www.findlaw.com/16forms/index.html** 'Lectric Law Library- Forms **http://www.lectlaw.com/form.html** Legaldocs **http://law.net/~usalaw/**
Legal Research Guides	AALL Reader Services Pathfinder Clearinghouse **http://www.aallnet.org:80/sis/ripssis/pathfinder.html** UCLA Law Library - Research Guides **http://www.law.ucla.edu/Library/guides/index.htm**

Popular Legal Topics

Bankruptcy	ABI World **http://www.abiworld.org/** Internet Bankruptcy Library **http://bankrupt.com**

BEST COPY AVAILABLE

Employment	Indiana University School of Law- Bloomington **http://www.law.indiana.edu/law/v-lib/#b** Legal Information Institute- Cornell University Law School **http://www.law.cornell.edu/topics/employment.html**
Family Law	Court TV- Legal Help-Family Law Center **http://www.courttv.com/legalhelp/family/** Indiana University School of Law- Bloomington **http://www.law.indiana.edu/law/v-lib/#b**
Landlord/Tenant	Tenant.Net **http://tenant.net/main.html** Legal Information Institute- Cornell University Law School **http://www.law.cornell.edu/topics/landlord_tenant.html**

FINDING AIDS: materials used to locate primary and secondary sources.

Legal Directories

Lawyers & Law Firms	Martindale-Hubbell Directory **http://www.martindale.com** **http://lawyers.com** West's Legal Directory **http://www.wld.com/** Hieros Gamos- Law Firms **http://www.hg.org/lawfirms.html**
Judges	Federal-State Court Directory **http://www.courts.com/directory.html**
Legal Publishers	AcqWeb- Vanderbilt University **http://atla.library.vanderbilt.edu/law/acqs/pubr/law.html**

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Making Global Connections in Recruitment and Professional Development

African American Librarians in the Profession: Education, Recruitment and Success—Discrimination, Racism, and Sexism

Teresa Y. Neely

In 1970 Dr. E. J. Josey conceived and published The Black Librarian in America. This collection of articles, edited by Dr. Josey, came from library education, public, academic and special librarians, and those in state and federal agencies. He notes in the introduction that the Civil Rights Act of 1964 and the Voting Rights Act of 1965 both first appeared to be adequate progress toward racial justice; it was soon realized that both were neither adequate nor did they bring about a "real change in the social, educational, and economic conditions of the masses of black American citizens" (p. vii).

Dr. Josey continues and chronicles the success of the Sixties including the appointment of the first black justice to the Supreme Court, the appointment of the first black person to the Cabinet, the election of the first black U.S. Senator since Reconstruction, appointments to sub-cabinet-level positions in the federal government, election of hundreds of blacks on the local and state level in the South, and significant appointments of blacks to positions in industry, business and mass communications. He also notes the overwhelming lack of equal representation and participation of the ordinary, black citizen in the 'American dream.' In fact, Josey asserts, it was a series of events like the unfortunate assassinations of John F. Kennedy, the Reverend Martin Luther King, Jr., Robert F. Kennedy, and Malcolm Little, a.k.a. Malcolm X., and the Kerner Commission, and numerous separate and unequal state and local policies that all contributed to snatch Black American's hopes and promises (p. vii-viii).

He writes of the Seventies, of 'a dream deferred,' and the President of the United States attempts to 'neutralize' the U. S. Supreme court with Judge Clement F. Haynesworth, Jr., and Judge G. Harrold Carswell; attempts to 'scuttle' the 1965 Voting Rights Act; relaxation of the school desegregation guidelines; busing; job discrimination in the textile industry; federal support of the local suppression of the Black Panthers and the straw that broke the camel's back, Daniel Patrick Moynihan's suggested policy of 'benign neglect' towards blacks (p. viii-ix).

In the face of all of this evil and injustice, The Black Librarian in America examined issues such as 'Who is the Black librarian? Why did he or

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she choose librarianship as a career? What opportunities have given him or her a chance to develop to full potential in the profession? What are the drawbacks and accomplishments in the field? What does the Black librarian think of the future?' (p. ix).

He noted the discrimination and separatism facing the Black librarian in seeking graduate education and employment opportunities and also, as the victim of "the racial attitudes, behavior patterns, institutional structures and cultural heritage built up over these three centuries which are embedded in our society..." (p. ix). While the discrimination in employment, education and promotional opportunities may not be as blatant in 1997 as they were when that book was published, it does not mean that enough significant progress has been made either.

In 1994, Dr. Josey published The Black Librarian in America Revisited. Josey noted in his introduction that "the specter of racism continues to loom very large in America" (p. 1) through many hate crimes and attempts to prevent African Americans from living in certain areas; Rodney King's chilling, defenseless assault by Los Angeles policeman; severe cuts in funding; cutbacks in educational and library programs; shrinking budgets; and the unprecedented competition for scarce resources which have placed Black communities, Black educational institutions and Black organizations at risk. He also notes that twenty-three years after the publication of The Black Librarian in America, Black librarians are still concerned with racism (p. 1).

He notes that the problems of campus bigotry have ballooned, not only against African Americans but against all minorities—including sexual, religious and ethnic—however, instances like past American Library Association (ALA) president Patricia Schuman's cultural diversity special committee; and the inauguration of Bill Clinton and his efforts to assemble a Cabinet which actually look like America, are promising 1990s events (p. 2). Nonetheless, Josey notes that the United States, its institutions and libraries, have only offered lip service to cultural diversity and writes,

> Until the United States comes fully to grips with its most historic and endemic, and pervasive problem—the problem of racism—it will be incapable of fashioning a real cultural diversity climate throughout the land. The historic, endemic, and pervasive problem is institutionalized racism. Institutionalized racism is exemplified in most areas of American life, including economic, social, cultural, political, and educational. It is essential that racism be eradicated and destroyed if we truly desire a multicultural society that respects cultural diversity (pp. 2-3).

We would all be hard pressed to find a more apt view of racism which continues to eat and destroy the very fabric of American society. Not surprisingly, the thirty essayists in The Black Librarian in America Revisited address virtually the same problems addressed twenty-three years earlier, and similar problems were addressed in 1996 in In Our Own Voices: The Changing Face of Librarianship, edited by Khafre K. Abif and myself. Authors in this book shared racist experiences with Whites who believed they were not competent, qualified librarians. Unfortunately, In Our Own Voices, as well as the opening general session speaker of this conference, William H. Gray, III,[1] revealed that racism does not always have a White face.

Racism, discrimination, homophobia and sexism are all siblings and are alive and well in the United States. Some individuals, primarily Whites, believe it was addressed and remedied with the Civil Rights movement and legislation, but it has not been. Many individuals, some high ranking Blacks in higher education, believe that the Affirmative Action legislation has done its work and should be retired; it has not.

In the introduction to In Our Own Voices, I point out a number of firsts, including my appointment as the first and only African American professional librarian at Colorado State University, an ARL (Association of Research Libraries) library; the appointment of Kelly Richards as the first Black male administrator in the Las Vegas/Clark County Library District; the appointment of Dexter Evans as the first Black male professional librarian at Texas Agricultural and Mechanical University; and Sherwin Rice's appointment as the first African American public library director in Bladen County and only the second in North Carolina (pp. xviii-xxiv). And lest we forget, let us also be reminded that in the 120 year history of the American Library Association, we have still had only three African American presidents, and more recently, Camila Alire made history as the fist Hispanic dean of an ARL library. She is at Colorado State University.

The recent ALA publication *Equal Voices, Many Choices: Ethnic Library Organizations Respond to ALAs Goal 2000*, shows just how far we haven't come. At least one group, the Asian and Pacific Islanders, are still fighting to be heard and recognized and included within the library world and ALA. The Chinese American Library Association continues to remind us that "the Model Minority Syndrome" is false (p. 9). The common belief that Chinese Americans are seen as "successful" is taken out of context because they are usually in a local Chinese speaking community (p. 9) and their "successful" businesses in many neighborhood usually means selling food, and not commodities, stocks, or bonds. They are also still concerned with the limited resources available about Chinese Americans and voice their concerns about the limited library services to this group because of the difficulty in communicating with immigrants (p. 10).

The American Indian Library Association is still concerned with establishing, maintaining, and upgrading Indian libraries on or near reservations and in rural and urban areas (p. 23), among other things; and, REFORMAs primary concern is promoting equity of access for Latino communities that remain underserved after more than three decades (p. 5) of lip service, primarily in the form of descriptive literature.

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[1] William H. Gray, III, is the president and CEO of The United Negro College Fund.

Nineteen hundred and ninety-seven brings us the stories of the professional lives of gay, lesbian, and bisexual librarians and their advocates in Liberating Minds by Norman G. Kester, who writes in his preface that three books, including Dr. Josey's 1994 publication, and two others about gays and lesbians in library service, and educators were his guides in compiling his volume (p. ix). Kester, a Black South African living in Canada, notes in his introduction that the stories of gay, lesbian and bisexual professionals have been censored and concealed, like those of Black librarians (p. 1). These volumes prove that we exist—Blacks, Asian Americans, Chinese Americans, American Indians, Asian and Pacific Islanders, Hispanics, gays, lesbians and bisexuals—we all exist, proudly in a world, described by Kester, "that is homophobic, racist, and sexist and in a profession that seems to silence and discount us" (p. 3).

A number of research studies have been conducted on affirmative action in the profession. Barbara Moran's often quoted 1985 *Library Trends* article examined the effects of affirmative action on professional women in academic libraries; Ellen Altman and Patricia Promís' (1994) research on advertisements for supervisory positions in academic libraries examined the extent to which gender or ethnicity relates to the outcomes of the search and screen process. They note that "The often-heard lament that there are no qualified minority applicants cannot be supported by their study" (p. 23).

They also write

> Despite more than 20 years of affirmative action programs, the federal requirement that institutions set affirmative action goals, and the recent interest in career advancement opportunities for culturally diverse groups, the people chosen to fill the advertised positions closely resemble their predecessors. Yet, culturally diverse candidates applied for positions at every level and at all types of institutions (p. 23).

Cliff Glaviano and R. Errol Lam's 1990 article on affirmative action and academic libraries note the limited success affirmative action has had in academic libraries in improving the shortage of minorities in librarianship and offers alternative suggestions. They also report that prior to affirmative action legislation, Black librarians comprised only 6% of professional librarians in 1960, and quote E. J. Josey's 1975 report that Blacks only comprised 2.2% of all professionals in those institutions with very few Blacks in middle management positions (p. 513). They also note that the Supreme Courts 1978 decision in the Bakke case (Regents of the University of California v. Allan Bakke) allowed employers to limit minority recruitment to providing only equal employment opportunities. "In fact," they write, "employers, including academic libraries, began to base recruiting expectations on the pool of minorities available within an occupational speciality rather than attempting to recruit and train people of color in order to increase minority representation in the employment pool" (pp. 523-514). Additional research articles and descriptive essays by Jeanne M. K. Boydston (1991), Lois Buttlar (1994), Otis A. Chadley (1992) and June M. Gonsalves (1994) are prevalent in the library and information science literature.

More recently, dissertations by Dr. Maurice B. Wheeler whose research endeavored to provide evidence of factors contributing to the under-representation of African American faculty in library and information science education; and by Dr. Patricia Ball who investigated the status of African American male library administrators who occupy administrative positions in academic and public libraries, have been conducted and the results disseminated, but our numbers are still sparse and the suggestions and implications found by this research have rarely, if ever, been implemented or considered.

Deborah Hollis says it best in her In Our Own Voices essay, "How long will this ambiguous approach and ineffectual hand wringing continue?" (p. 154). She holds the entire profession responsible and I do too. The issue of diversifying the profession of librarianship will undoubtedly be discussed when all of us here have gone on to, hopefully, greener and more pleasant pastures.

When are the people who need to hear this going to begin to really listen? To stop using tired, worn out excuses like: "There are no qualified minority candidates;" or, "Budget cuts prevent us from having a diversity session/sensitivity workshop for this all White staff attempting to serve a campus or community that is visibly ethnically diverse."

And let us not forget about the other individuals among us and in our libraries and in society that are discriminated against. There is evidence in the literature about discrimination against people with AIDS; and also, discrimination against those with cancer, the Americans with Disabilities Act (ADA) [many of us work in libraries today that are not accessible]; gender and pay inequity, discrimination against the elderly, the homeless, censorship in children's materials; gays and lesbians losing their positions; and policies against same sex benefits and the list goes on and on. You may not think some of these things affect us as librarians, our education, or success in the profession; but discrimination is discrimination.

Although the population of this country is predicted to be the majority people of color by the year 2000, three short years from now, the people in power will still be a small percentage of the population. Hark, I believe this has happened before … perhaps in Apartheid riddled South Africa? Or even closer to home, actually in our own back yards of yesteryear, with the slave owners of Colonial America…

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Preparing Librarians Of The African Diaspora For A Multi-Dimensional Global Society

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Abstract: *Global societal changes and technological developments serve as the conceptual and contextual frameworks for curriculum re-engineering of the graduate program in library science at North Carolina Central University. A separate presentation was made at the conference on a new course,* Conceptual Knowledge Processing, *and revision of* Management and Systems Analysis. *Web addresses are included..*

Conceptually, African Diaspora is used to define persons of African descent around the world. Because of the global context implied by definition, persons of African descent are integrated throughout the whole of humanity. In keeping with these conceptual and contextual implications, persons of African descent in this paper are assumed to need the same education as the whole of humanity.

As technological, economic, and societal developments expand the options for global information interaction, access, and use, enabling direct location, access, transference, analysis, manipulation, comparison of texts and images, librarians and information professionals are now required to concentrate their efforts on communication and information transfer across cultural and contextual boundaries. The school's faculty assumes that the driving force in the operational environments of librarians will be local, state, national and international collaboration; ethnic and global diversity; and education and information access via computer and telecommunication technologies. The ultimate expectation of graduates of the master of library science degree program is the ability to deal effectively with the multidimensional conceptual relationships of knowledge representation and knowledge classification in the global information environments of the twenty-first century. More specifically, librarians and information professionals should be able to effectively or explicitly engage in the following functions:

1. Identification and selection of global resources for information use.
2. Development of global information analysis and organization systems.
3. Provision of successful information counseling in a global environment.
4. Staffing and management of employees representing diverse educational, ethnic, and social backgrounds.

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5. Interpretation, design, and implementation of research studies that address problems in a diverse global information environment.
6. Re-conceptualization and strategic thinking about current operations from increasingly dynamic global customer environmental perspectives.

Essentially, librarians and information professionals should be able to think conceptually, see things from different perspectives, and consider potential beyond what the organization is currently doing and the way it is done. The faculty at North Carolina Central's School of Library and Information Sciences has responded to this reality through an evolving curriculum re-engineering process. All students in the graduate degree program in library science receive instruction in the following curriculum areas:

1. Conceptual Knowledge Processing
[http://www.nccu.edu/slis/home/courses/lsis4030.htm]

Conceptual structures: data, information, and knowledge
Conceptual structures of knowledge: paradigms and paradigm shifts
Browsing as conceptual processing of knowledge
Elements of conceptual classification
Ontological foundations of modern classification systems
Universal classification system for knowledge fields

2. Structure of the Information Professions

Conceptual and philosophical foundations
Professional organizations and associations
Scholarly communication/literature that serves as knowledge-base for the professions

3. Historical Forces Affecting the Development of the Information Professions

Evolution of mass communication environments
Mass communication media
Libraries and librarianship
Information systems and information sciences

4. Issues and Trends Affecting Libraries and Information Dissemination

Issues—copyright, intellectual freedom, professional ethics, equity of access and opportunity, leadership, information policy, preservation
Trends—communications technologies, global information society, mentoring and networking, multiculturalism and population diversity

5. Reframing through Effective Management and Analysis
[http://www.nccu.edu/slis/home/courses/lsis5120.htm]

Because of the global reality that growth will no longer be the major solution to productivity expectations in business, effective exploitations of resources will be the guiding principle for all organizations. Because of right sizing, contracting, and global partnerships as mechanisms for maintaining productivity expectations, librarians must be able to manage in dynamic and constantly changing local and global environments. In response to current and future management situations, the concept of reframing is emphasized in the management and administration courses and addressed accordingly:

Human resource frame: decision-making, professional ethics, directing, and leading
Symbolic frame: cultural/ethnic norms and values
Structural and political frame: planning, assessment, organizing, staffing, financing, fundraising, and grantsmanship
Accountability and productivity mechanisms: systems analysis methods and control systems

6. Concepts, Principles, and Developments in Organization of Information

Bibliographic control concepts
Library catalogs: forms, access points, records arrangement, files
Cataloging procedures: descriptive cataloging, subject cataloging, classification by Dewey and Library of Congress, authority control, and MARC formats
Development and issues: expert systems, Internet, outsourcing, main entry concept, and electronic sources

7. Information Services and Collection Development

Librarians and information professionals are expected to be able to:

Identify critical masses of users;
Determine information needs of users;
Build and maintain collections and related access mechanisms; and,
Plan, implement, and assess the effectiveness of programs and services.

Students are required to complete a foundation course in the selection and use of information sources. In accordance with their intentions to work with adults or children, students select at least two resources and services courses in the following areas: adult, adolescent, children, government, humanities, social sciences, and science and technology.

Two prerequisites undergird the conceptually defined curriculum. First, the faculty assumes that students will enter a graduate degree program in Library Science with a broad general understanding of current societal issues and their history. The following readings are excellent sources for background information:

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The April 1995 issue of *Scientific American* has a set of informative and interesting articles on "The Computer in the 21st Century."

Secondly, in response to a societal expectation and educational necessity, students are expected to enter the graduate program in library science with computer proficiency in the areas of an operating system, such as Windows 95 or Windows 98, or equivalent Macintosh version, 2) database, 3) word-processing, 4) spreadsheet, and 5) Internet. Personal access to a computer with telecommunications capability is strongly encouraged.

In closing, the School's faculty has made strategic curricular decisions about functional expectations of its graduates. A core curriculum of 18 semester hours of courses has not changed over the years but the conceptual and contextual frameworks have evolved in keeping with structural changes in society. Technological developments have been embraced in response to demonstrated enhancement of operational aspects of professional practice. The faculty has been especially careful to ensure that basic education and literacy expectations have remained prerequisites for admission to graduate study in Library Science. These strategies have allowed the faculty to maintain a 36 semester hours degree program that prepares librarians to function effectively in a global electronic information environment.

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Recognizing and Dealing with Diversity Issues: An Overview[1]

Barbara Best-Nichols[1]

Abstract: *Diversity is a catchy term used by an innumerable amount of people. Most of whom quite readily define or relate it only to racial differences. Yet, diversity as it relates to religion, physical and mental challenges, culture, opportunity, and other areas are given little thought by a vast majority of the population. In order to be fully competent as professionals, employers, employees, clients, customers, consumers, managers, etc., it is absolutely vital that we consider the input of all persons, regardless of color, creed, national origin, sexual orientation, political ideologies, religion, or other areas different from our own thoughts, ideas, and opinions. We must recognize the value of difference and the role differences play in shaping our lives, our organizations, our society and our economy.*

Diversity is a catchy term used by an innumerable amount of people. Most of whom quite readily define or relate it only to racial differences. While race and ethnicity are certainly very important diverse issues and components, there are other very important components used in defining this word. In the most simplistic form, Webster's New Universal Unabridged Dictionary uses terms or phrases such as "different from," "quality, state," "fact or instance of being diverse," "variety," multiformity," and "variegation."

Yet, diversity as it relates to religion, physical and mental challenges, culture, opportunity, and other areas are given little thought by a vast majority of the population. For the few who do consider the aforementioned issues of diversity, they generally do not consider other areas such as gender, language, political ideology, sexual orientation, education,

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[1] This is not a complete workshop. Due to a very limited time frame, we are only highlighting some areas. This material is actually presented in a workshop format that spans a time frame ranging from one to three days. Today's presentation is not intended to be a lesson on how to implement a diversity program. Nor is it intended to be a lesson of indictments and blame. It is intended to serve as an introduction to recognizing some aspects of diversity. It is intended to serve as a barometer for measuring personal feelings. It is intended as a marker for further investigation, discovery, learning, and evaluation. It should be noted that working with diversity is not a *hit or miss concept.* It is not the "*flavor of the month*", it is a very vital part of our society and should be undertaken as a *serious effort to more efficiently and effectively create productive organizations.* It is only when the investigation, discovery, learning, evaluation and commitment from the very top levels of leadership have taken place should an organization undertake the initiation or implementation of a diversity program. It is an ongoing program! Please keep this in mind!

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socioeconomic conditions, martial status, age, or parental status. Whether considered by the few or the many, these are all issues of diversity. For indeed, anything that makes any individual "unlike" another individual is diversity.

We as librarians, information professionals, administrators, co-workers, colleagues, and others often exhibit impatience for those individuals whose language is different from our own. We are annoyed when explanations or information has to be repeated due to the requester not immediately processing what was just spoken. We try to overlook the person with visual challenges. We become embarrassed or uncomfortable with the physically challenged. We tend to forget that we too, are different!

We often do not consider the needs of those whose race or national origin may be different as we make our materials selections. We systematically see the unemployed, homeless or not so clean individual as one who is lazy, not assertive, alcoholic or crazy, and using the library only as a place of refuge.

We lose patience because we perceive "them" as being different. In our process of "social categorization," we tend to develop "in groups" (categories to which the perceiver belongs), and "out groups" (categories to which the perceiver does not belong). When we have a "me vs. them" or a "we vs. they" or "us vs. them" mentality, we are exhibiting "negative diversity appreciation." This mentality prevents us from seeing the value that an individual or group can add to the organization, to our own individual growth and knowledge, and to our acceptance of the global expansion of our environment.

We, as a people tend to take so much for granted that "things that hurt" are often overlooked. We are "negative diversity appreciative," which is just another form of prejudice. Prejudice occurs when threats to security, i.e., jobs, promotions, family, power, and home are imagined, anticipated, or experienced. The threats may be from the promotion of a female to a coveted position, it may be the hiring of a new MBA, or it may be the replacement of a younger person in a strategic position. All of the above can and often lead to resentment and the surfacing of prejudicial feelings. While it may not be possible to eradicate prejudices, it is possible to create awareness and it is possible to create sensitivity. More importantly, it is also possible to change behavior. "It is the behaviors, not attitudes, which comprise the major intergroup problems confronting managers and supervisors."

Even though we are assembled here as individuals, we represent larger organizations. Many of these organizations, by our perception, want things to be done in a certain manner. There is no room for creativity, innovation, or opinions, especially if they come from one who does not look, act, talk, walk, or smell, like us. Yet, to be fully competent as professionals, employers, employees, clients, customers, consumers, managers, etc., it is absolutely vital that we consider the input of all persons, regardless of color, creed, national origin, sexual orientation, political ideologies, religion, or other areas different from our own thoughts, ideas, and opinions. We must learn that "conflict over basic values often occurs between groups of people with different core identities" or differences. We must recognize the value of difference and the role differences play in shaping our lives; our organizations, our society and our economy.

"Peacock in the Land of Penguins" is a video that visually demonstrates how differences are often perceived and how they may be overcome. As you view it, think about how you reacted when dealing with an individual that you considered "different." Focus not just on management/administration but consider the client who wanted Hispanic videos for his children, the client who wanted Braille encyclopedias, the wheelchair bound individual who wanted materials from the top shelf, the homeless who came in during the winter to read the newspapers (and to get warm), the Asian whose language may be restricted to "yes," "no," and a smile. Also consider the times you made suggestions that were totally ignored but when made by a dominate culture member became completely embraced.

Consider yourself the peacock! Having seen the video and thinking about its contents, let's now proceed to a different level of activity. While it is not possible to experience all phases of being different or being diverse, we do want you to share some experiences. By sharing in these experiences, we hope that you will pause the next time you either are tempted to think "negative diversity thoughts" or you witness a colleague display "negative diversity actions."

The next portion of this session will be devoted to two ten minute exercises. These exercises are designed to allow you to experience what it feels like to be considered "different." *(Instructions on groupings are to be made based on number of attendees.)*

I. Simulation Breakout: [10 minutes]

--------Physical Challenges------
Discussion
Role Play
Workgroup Summation
Report Outs: [5 minutes]

Now that you have had the opportunity to experience physical challenges, will a volunteer from each group please come forth and provide group thoughts regarding:

1. the ability to put oneself in someone else's shoes.
2. how the challenged individual felt?
3. the creation of awareness on the challenged and the observer/helper.
4. the willingness to encourage awareness in others.
5. the willingness to modify or change behavior.

Because many Americans acquaint diversity as only a racial issue, we must at least make mention of race in this session. Quite often in our environments, be it at home, on the job, on television, in music or other areas of our lives, we will use or hear terms that are not only unflattering but are generally very demeaning to certain segments of our society.

We tend to label groups without actually inquiring how the group wishes to be identified. Some group labels are African American, Black, White, Latina, Latino, Hispanic, Asian American, Native American, American Indian, Chicano, and La Raza.

Yet in assigning these group labels, few people really know the differences between each group, the geographical differences, the history or other significant factors. A collective term is applied and accepted because it is "easy." It is because of collective terms that make many of us guilty of playing the race card?

1. Do you refer to American Indians as redskins, savages, drunks, or ignorant?
2. Do you refer to Chinese as chinks, slant eyes, or yellow skins?
3. Do you refer to Blacks as niggers, darkies, blue gum, or spooks?
4. Do you refer to non-heterosexuals as queers, sissies, or dykes?
5. Do you refer to East Indians as colored, ignorant, people who dress different (women), or who practice a funny religion?
6. Do you consider poor people (especially people of the non dominant culture) as lazy, non-motivated, uninspired, or all on welfare?
7. Do you listen to your family, colleagues, or others use racially derogative terms or make negative comments without correcting them?
8. In a confrontational situation with someone different from you, do you think of and call that individual a degrading name?

If you responded yes to any of these questions, you are guilty of exhibiting and encouraging "negative diversity appreciation." You are exhibiting prejudiced behavior and you are guilty of playing the race card!

Racism like sexism is a cancer within our society. And like cancer, it is growing and metastasizing very rapidly. There was a time when it was very overt, then after the '60's it appeared to be on the wane or at least with the passage of affirmative action legislation, it became more subtle and it appeared to equalize. Now it is has lost its subtleties and is more overt. The advancement of technology, i.e., instant television, radio, satellites, and its use by the media is a constant inflammation of racism. Emphasis is placed on race in many instances where it is quite unnecessary. We, as members of society fall victim to old stereotypes, negative behavior, and familial upbringing. We play the race card when there is no need. Unfortunately, it matters most if the offender is a member of a minority race. If it is a group of Blacks/African-Americans, there is extreme coverage and commentary. If it is a group of Hispanics (currently, the fastest growing immigrant population), there is extensive coverage, commentary and historical perspective; obviously, each race dependent upon the act and geographical location gets their share of negative publicity.

It is difficult to simulate another racial identity. It is difficult to determine how we develop prejudices or become "negative diversity appreciative." A short segment of the videotape "Overcoming Prejudice" will be shown. Following this very short segment you will perform another exercise. Please try to remember instances in your life that lead to some of your thoughts, opinions and ideas about other races of people. *(Instructions on groupings are to be made based on number of attendees.)*

II. Simulation Breakout: [10 minutes].

------Racial Challenges------
Discussion
Racist Behavior Identification
Workgroup Summation
Report Outs: [5 minutes]

In a very short period of time, we have endeavored to cover a great deal of information. As noted in the disclaimer, this is not intended as the implementation of a working with diversity program. It is intended to create provocation of thought, sensitivity and the generation of further conversations. So where do we go from here?

Ask yourselves if you recognized behaviors that are diversity negative? Ask yourselves if they should be changed and why? If they should not be changed, why not and what will the long term affects be? Finally, what do we do now?

We can change "negative diversity appreciation" to "positive diversity appreciation." We make these changes by changing our attitudes and by changing our behavior. Some advantages for behavioral changes for you as an individual, as an employer, as an employee, as a parent, and as a member of the human race are:

As an individual:
- more well rounded
- more tolerant
- more flexible
- more knowledgeable/intelligent

As an employer:
- more competitive
- more reflective of society
- better utilization of skills/talent pools
- increased organizational strength
- increased productivity
- increased organizational value
- increased global/international appreciation, i.e. expansion

As an employee:
- more tolerance
- more appreciation of others
- increased recognition and acceptance of self
- increased productivity
- increased opportunity
- increased ownership
- increased self-esteem

As a parent:
- better role model and all of the above

As a human being:
- all of the above

Please do not let this be the beginning and ending of your discussions on the issues of diversity. Keep in mind that there are many areas of diversity not discussed here today, yet, they too are of extreme importance as we go about the business of day to day living. Thank you for the opportunity of meeting with you today. Go forth and Let The Difference Begin With You!

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Connecting With Future Culture Keepers: Recruitment Through Scholarships

Madeline Ford, Connie Freeman, Tamara Stewart,
Victoria Ruth Hill and Merlene Jackson of the
New York Black Librarian's Caucus

BACKGROUND

Tamara Stewart

The Field of Librarianship

As we are all acutely aware, the field of librarianship has been undergoing tremendous change this decade, and this trend only seems to be accelerating as we approach the beginning of the next millennium. Even the term "librarian" is currently being debated, as the profession struggles to redefine itself and its role in the current information and knowledge-based economy. While the employment of librarians is expected to "grow more slowly than the average for all occupations through the year 2005," the number of job openings resulting from the need to replace librarians who leave the occupation (largely through retirement), is expected to increase during the same period.[1]

Minority Representation in the Field/U.S. Population

In 1994, there were approximately 148,000 working librarians in the United States.[2] Ethnic minorities comprise roughly 13% of the profession. Blacks account for about half of all minority librarians, with Asians accounting for approximately 4%, Hispanics for approximately 2%, and Native Americans accounting for approximately .5% of librarians of color.[3] It has been asserted that a careful examination of the annual statistics published by the Association for Library and Information Science Education indicates that the percentage of Black, Hispanic, Asian, and Native American students in library

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[1] Occupational Outlook Handbook, Bureau of Labor Statistics, as of March 4, 1996. also <http://stats.bls.gov/oco/oco20016.htm>.

[2] Ibid.

[3] Academic and Public Librarians: Data by Race, Ethnicity & Sex, 1991, American Library Association Office for Library Personnel Resources, Table 1, 1991.

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education programs has not increased since the passage of the Civil Rights Act of 1964.[4] While the percentage of minority librarians has been static for more than thirty years, our representation in the United States population as a whole has been steadily increasing over the same period. It has been projected that the four major minority groups will comprise almost one-third of the U.S. population by the year 2000.[5]

Aging of Black Librarian Population/ Importance of Recruiting New Blood

To my knowledge, no formal study has been conducted to determine the average age of African American librarians, presently, or over a period of time. Personal informal observation, however, leads me to believe that Black librarians are aging on the whole, along with the rest of the profession. If there is some validity to this observation, coupled with the previously mentioned statistics, the issue of recruiting African Americans into the profession takes on a serious sense of urgency. Unless we act now, the strong likelihood is that there will not be a healthy amount of the "fresh blood" needed to infuse new life and ideas into the library profession, serve our communities, maintain our archives, and act as mentors and role models for future generations of American citizens.

Definition of Scholarships- ALA Position

According to the World Book Encyclopedia, "scholarships are generally awarded as a means of selecting and training capable people so that they may become assets to the community and nation."[6] For many ethnic caucuses, the purpose of awarding scholarships is to encourage minorities to enter the field of librarianship. All minorities, except for Asian/Pacific Islanders, remain significantly underrepresented among 1995 graduates from accredited schools of library and information science, as compared with their population at large. According to Elizabeth Martinez, outgoing Executive Director of the American Library Association,

> [T]here are a few clues as to why people of color are not represented in our profession. Many of them mirror societal ills, such as racism and prejudice. Others are reflective of educational and financial barriers. Recently, the options available to people of color have increased and the competition for career choices accelerated. We are losing ground in recruiting and educating ethnic minorities to the profession while the ethnic makeup of the nation increases.[7]

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[4] E.J. Josey, "The Challenges of Cultural Diversity in the Recruitment of Faculty and Students from Diverse Backgrounds," Journal of Education for Library and Information Science, vol. 34, no. 4 (Fall 1993) p. 303.

[5] Ibid., pg. 302.

[6] World Book Encyclopedia. World Book, Inc. Chicago, 1997 p. 178

[7] Elizabeth Martinez, "Diversity: The Twenty-first Century Spectrum," American Libraries vol. 28, no. 3 (March 1997) p. 32.

Barriers to Professional Entry

There have been many explanations offered for why ethnic minorities tend not to pursue a career in librarianship. Part of the problem has nothing to do with the profession specifically, but rather, with minority representation in higher education, in general. While the college enrollment of minority youth has increased over the past several years, Black students are still underrepresented in higher education relative to our population as a whole, and relative to the high school graduation rates of African Americans, as cited in a recent *New York Times* article.[8] With fewer Blacks receiving undergraduate degrees, the pool of potential masters degree candidates becomes even smaller. Other reasons related specifically to the library occupation have also been identified as acting as barriers discouraging minority entry into the profession. Among these are:

- the historically low salary paid by the profession;
- higher level of financial need of minority students coupled with a lack of funds for library education;
- lack of knowledge about the variety of career paths within the profession;
- the relative attractiveness of other professions (such as law and medicine) to potential recruits;
- the predominantly female nature of the profession (this applies more to the recruitment of minority males); and,
- librarianship is a relatively low-esteemed profession (even relative to other female-dominated professions, such as teaching and nursing).

This list is not intended to be exhaustive, but tries to touch upon the main reasons for the difficulty in recruiting minority librarians. Our discussion today is centered on the topic of funding library education, specifically through the offering of scholarships, to encourage people of color to become credentialed librarians.

Recruitment into the Profession - Roles of Individuals and Organizations

Both individual librarians and minority library organizations have a critical role to play in the recruitment and retention of minority library students. As individuals, we need to continue to act as mentors and role models to potential recruits, enlightening them about the various career paths that exist within the profession, helping them identify internship opportunities, encouraging them to pursue the MLS, and assisting them with the library school application process. We can and should also make future librarians aware of the existence of library organizations, in general, and minority library organizations, in particular, so that they can take advantage of these supportive environments and the networking and professional development opportunities they represent.

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[8] Applebome, Peter, "Blacks Show Gains in Getting College Degrees," New York Times, pg. B9, June 12, 1996.

Minority library associations and caucuses also play a pivotal role with regard to recruiting. Through offering scholarships, they can help recruits meet the costs of attending library school or conferences, and other professional development activities. Local chapters can also work with library schools in their geographic area, to help identify potential students, as well as sharing information about scholarships, fellowships, internships and job opportunities that are available and might be targeted specifically towards minority candidates. The benefits of minority library organizations taking an active role in the recruitment process are mutual. Students and potential recruits stand to gain valuable insight and support from the group, and the organizations are in an excellent position to enlist these individuals to become members of the group. Together, individual minority librarians and library associations play a vital role in helping to ensure the continued and active presence of minority librarians within the profession.

Findings

Madeline Ford

The surveys were sent to minority organizations and other organizations offering minority scholarships. A total of 35 surveys were sent to African American, Latino, Asian, and Native American library organizations. Surveys were also sent to the American Library Association (ALA), Medical Library Association and the Special Library Association. A total of 15 surveys were returned. Of the 15 surveys 7 were from African American library organizations.

Many organizations have existed for over 20 years and have memberships of more than 200 individuals. Organizations that have existed for 10 or more years have established scholarships. Nine of the organizations reported having scholarship committees and eight offer one or more scholarships. Recruitment into the profession has been the overall reason for establishing a scholarship fund.

Organizations have used many means to raise monies for the scholarship fund, such as fundraising (luncheons and raffles), donations and gifts, membership dues and corporate sponsorships. The only organization which actively seeks grants is ALA.

The dollar amount of scholarships range from $500 to $2000 for tuition, books, travel to library related conferences, and/or living expenses. The majority of minority scholarships are given to individuals in a particular ethnic and/or racial group. The organizations share the same eligibility requirements for applicants such as grade point average, attendance and/or acceptance to an ALA-accredited school, and geographic residence. Four organizations base selection of recipient on financial need, and six organizations see academic merit and race/ethnicity as important selection criteria.

Organization Objectives

Connie M. Freeman

In thinking through the process of establishing a scholarship, it is a good idea to discuss the objectives the organization hopes to accomplish by doing so. The objectives for the scholarship should be in keeping with the overall goals of the organization. For many ethnic caucuses, the purpose of awarding scholarships is to encourage minorities to enter the field of librarianship. Award monies are usually earmarked to help with tuition, books, other college expenses, travel and professional conference attendance.

For example, the New York Black Librarians' Caucus is dedicated to recruiting librarians of African descent, outreach to the African American community, increasing access to materials on the African Diaspora, improvement of library and information services to minority communities, and better opportunities for the advancement of African Americans in the library profession. One of the ways the organization believes that these objectives can best be forwarded is by offering a scholarship to students of African descent pursuing masters degrees in library science.

In a similar vein, REFORMA (the National Association to Promote Library Services to the Spanish Speaking) offer scholarships to encourage and enable Spanish speaking students to pursue or advance in a career in library and information science.

The Chinese American Librarians Association provides the C. C. Seetoo/Chinese American Librarians Association ALA Conference Travel Scholarship for a student to attend the ALA annual conference and Chinese American Librarians Association programs. The scholarship is designed to provide the award recipient with mentoring and networking opportunities at the ALA conference.

While most organizations are choosing to target masters and Ph.D. level students for their scholarships, some are gearing their efforts toward college, and even high school level students. Just this year, Reinette F. Jones of the University of Kentucky in Lexington was named as the recipient of the first Library Administration and Management Association Cultural Diversity Grant. This grant will be used to support three information programs, including a booth at the Kentucky State University Career Day. The programs' goals are to encourage high school students and college undergraduates to consider a career in librarianship and information science, to highlight Kentucky's leadership role in the history of African American librarianship and libraries, and to emphasize the commitment of the Library Administration and Management Association to diversity in the profession.

Each organization will create scholarship objectives in keeping with the overall goals and values of the organization itself. Your organization will be happier with the results of your scholarship efforts if you take the time to establish goals for your scholarship. Also, the organization must commit itself to raising funds for a scholarship.

Selection of Applicants

After your caucus establishes the goals of a scholarship, it must form a formal scholarship committee. The caucus will decide the committee's operating parameters, and composition. It is recommended that the scholarship committee reflect a cross section of librarians from various specialties and diverse levels of expertise. The committee's charge is to design the application form, and to determine qualification criteria. The group will develop a budget proposal, to be approved by the larger body. The budget will take into account operating expenses, such as telephone and fax charges, postage for mailings, and miscellaneous costs.

When the committee establishes a scholarship, the members must determine the criteria needed before an applicant is eligible for the award. One qualification to consider could be the applicant's academic background, including the professional workshops and seminars in which he or she has been involved. Many organizations require that an applicant hold a bachelors or masters degree and be accepted in an ALA accredited library science graduate program. Some organizations accept applications from college seniors or individuals who have applied to an ALA accredited library school at the time of the scholarship application. They may require that before the committee disburses scholarship funds, the recipient enroll in an ALA accredited library school. Also, the committee must decide whether the applicant should be a full time student.

One of the most common qualifications for a scholarship is for an applicant to be a U.S. citizen or permanent U.S. resident. Some scholarships stipulate that the applicant must maintain "legal" residence in a particular state, region or city. Some awards may require residence for a particular length of time. A scholarship may carry a restriction on where an applicant has to reside during their course of study. For example the California Librarians Black Caucus Louise Moses – Agnes Davis Scholarship is awarded to Los Angeles area students who are attending or have been admitted to an accredited library school program in the Los Angeles area.

An association could require that the applicant or a family member belong to their organization. Some organizations, such as the Special Libraries Association, which sponsors the Affirmative Action Scholarship, give preference to their members; however, they do not require applicants to be members. Some scholarships ask that an applicant show an interest in serving in a certain ethnic community. Race/ ethnicity is also used as qualification criteria for awards. Does the applicant have to be of a particular racial or ethnic descent? This is something for organizations to think about and determine.

Other qualifications for eligibility are work experience, military service or status, civic affiliation, physical impairment, and academic standing or grade point average (GPA).

The scholarship committee needs to be clear on what it wants the applicant to submit. One thing to consider would be transcripts. Some organizations request a complete resume showing work experience, educational activities, volunteer experience, publications, workshops, membership in professional organizations and other societies. Another consideration would be the overall quality of the application, is it complete and clear?

Most organizations require that the applicant submit at least one letter of recommendation from a person who is not a relative. A professor, employer, or other professional acquainted with the applicant's educational background and interests in librarianship should usually write the recommendation. These recommendations can provide insight into the applicant's character and motivation. There are two different types of recommendations—open and confidential. The scholarship committee could consider an open recommendation, one that an applicant has had an opportunity to read before they submit it to the scholarship committee. Applicants can forward this recommendation to the committee at the time they send the other application materials. The recommender sends a confidential recommendation directly to the scholarship committee or sends it in a sealed envelope with the other application materials sent out by the applicant. They are presuming that the applicant has not read the recommendation.

The scholarship committee must decide whether the essay or personal statement is only a minor part of the selection criteria. It can be a device to weed out causal inquiries, or crucial to the decision making for awarding their scholarship. Also, the essay should be well written and display the applicant's interest in librarianship, career promise, and creativity.

The scholarship committee might carefully weigh an applicant's academic merit. Did the applicant graduate in the upper half, upper third, or upper quarter of their class? What achievement tests are needed and what constitutes an acceptable score? An example is the Daniel A. P. Murray African American Culture Association awards—one $1,000 Sylvia Lyons Rendor scholarship for full-time students, and two $500.00 scholarships for part-time students. The applicant should have a "B" average or above, the funds must be used within six months of the award date, and, the recipient must keep the Scholarship Chair informed of his or her academic progress.

One thorny issue the committee has to consider is whether to require the applicant to demonstrate financial need. The committee must be clear about what it feels is financial need. Will a brief explanation of the applicant's financial situation be sufficient? The committee should decide if it will request a detailed financial report listing annual income, investments, debts and number of dependents.

How much emphasis will the committee put on the interview? The committee determines the overall format of the interview. Will they judge the applicant on leadership potential, creativity, oral expression, and personality? If a committee member knows an applicant, that member should excuse him or herself from the interviewing and selection process.

Possible other selection criteria are awards and distinctions, community involvement, and a willingness to work in a particular field of library science, such as children's services.

All told, the committee has important and comprehensive work to accomplish, but the result is very important: to award a scholarship to the most deserving, promising, talented, African-American librarian-to-be.

Advertising

The ultimate success of your scholarship endeavor will greatly rest on how well the scholarship is publicized. Traditional advertising methods include being listed in print publications. Look for publications of minority interest, like *Ebony*, and the BCALA and REFORMA newsletters. Remember to secure prominent mention in your local Caucus newsletter, if one exists and in titles such as the Directory of Financial Aid for Minorities.

Don't forget to mail applications to local library schools, and all types of libraries. Advertising methods such as word of mouth and personal recommendations remain popular ways of publicizing a scholarship. Try advertising on websites and through electronic mail.

Fundraising Methods to Fund Scholarships

Victoria R. Hill

If your caucus decides to offer a scholarship, you will have to find a way to raise the funds. The caucus will create a committee of members who are interested in and willing to do fundraising. This group decides which types of fundraising will raise the most money, and are compatible with the strengths of the committee. There are many avenues to raising funds. A good way to start your project is to consult the literature.

Based on the responses to the survey reported on in this paper, and personal experience with fundraising for the church and other groups, I will discuss several ways of raising money: contributions from membership dues, donations, holding special events, conducting raffles, creating a journal, finding corporate or foundation underwriting of scholarships, and creating an endowment for the caucus. Fundraising takes a great deal of work, but for me it has been challenging, fulfilling, and fun.

A caucus can elect to pay for the scholarship through assessments or contributions from its members. Each member can be asked to donate, or be assessed a certain fee which, all totaled, would cover the scholarship. If the Caucus has 50 members, each could be assessed $20 a year, or have $20 of the membership dues go towards the scholarship. This would add up to two $500 scholarships, or one $1000 scholarship.

A rule of thumb which the New York Black Librarians' Caucus employs is to fundraise for the next year's scholarship, and cover the current year with prior funds collected. This may mean fundraising for two years before a scholarship can be given out. Donors to the Donna Hoke Scholarship Fund can contribute when they complete the New York Black Librarians' Caucus membership application, when Jazz Brunch tickets are sold, and throughout the year.

The next method of fundraising is holding special events. These can include auctions, gospel brunches or theater parties, dinner dances, book signings, boat rides, and afternoon teas. Although these activities are labor-intensive and require a great deal of careful planning, you offer donors an exciting event where they are also introduced to your worthy cause.[9] REFORMA holds a gala during the ALA annual conference and uses the proceeds to fund their scholarships. This year's event featured author readings from notables like Piri Thomas, who donated his time. The dinner receipts augment the monies received from corporate underwriting, membership dues, and donations, which, all totaled, pay for the scholarships.

At the New York Black Librarians' Caucus Jazz Brunch, a soulful musical group keeps soothing sounds floating throughout the room. For the past two years, the event has been held at B. Smith's, a leading soul/Caribbean restaurant with tasty cuisine.

Raffles are another popular means of raising money. Once tickets are printed, caucus members can sell them to their friends, colleagues, and family members. The New York Black Librarians' Caucus holds a raffle, where the winner is drawn at the Jazz Brunch. We generally offer a weekend for two in Atlantic City, which the Caucus pays for, and a basket of cheer. Using public relations savvy, fundraising committee members can find businesses to donate the items, and with the basket of cheer, each member can make a contribution to the basket. This strategy would also raise the profit level of the raffle.

Another way to potentially garner a high level of profit is through producing a journal, usually to coincide with a special event. Ads of different sizes are sold. Initially the group sends a form letter to local businesses, followed by phone calls and personal visits. With one Brooklyn, New York, area organization, the Prospect Park Alliance, businesses and foundations paid $1500 each to have their name listed in small letters at the top of a page in the journal.

It is also useful to look at journals of other functions that you attend. These will provide names of potential advertisers for your journal. If they advertised once, they may advertise again!

Although a great deal of money can be raised with selling ads for journals, it is a strenuous process.

Why not take a shortcut on labor, and convince an organization offering grant money to underwrite the cost of the scholarship. This would involve the caucus developing a proposal to be sent to several corporations and foundations. Library vendors and publishers would be among the likely sources for this type of funding.

To find other organizations, consult books like the Foundation Directory. Another idea is to have a business underwrite the cost of the special event, so the caucus nets more profit.

If the scholarship underwriting proposal is approved, this would be a way to raise funds without holding a labor intensive special event, journal, or raffle. But the underwriting application might have to be placed each year. This method can be combined with another fundraising initiative to guarantee that the caucus has the funds each year for the scholarship.

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[9] Joan Flanagan, Successful Fundraising: A Complete Handbook for Volunteers and Professionals Rev. ed. (Chicago: Contemporary Books, 1993), 56.

The last fundraising idea I will discuss is to create a caucus endowment fund, and use the interest earned to pay for the scholarship. For example, if a major fundraiser is held and profits are $10,000, this money could be invested in the stock market, and with 10% interest, the caucus could offer a scholarship each year.

Ten thousand dollars might sound like an ambitious amount to raise in one endeavor, but remember this. A dinner dance plus a journal could net $10,000. Or maybe plan two events that year. In this way, the caucus would not have to fundraise every year, and only have to sweat that first time. But the fundraising committee must keep a careful eye on the caucus portfolio and the stock market.

One major factor to consider is the group's tax-exempt status. If the caucus is tax-exempt, monies the group clears from an event beyond the value of the event, and the caucus' investments, are tax-free.[10] Also, donations would be tax-exempt, so the donor could declare it on his or her taxes and save money. That might make the average donor more inclined to contribute. Although a tax-exempt status takes time to obtain, it would be helpful for the caucus in many ways. Every caucus considering starting a scholarship should look into tax-exempt status early on in its scholarship exploratory process.

With all fundraising tactics, good leadership and frequent two-way communication between the leader and committee members are absolutely necessary for success. See what types of fundraising methods are used by other groups you belong to. You may end up with profitable, fun, fundraising strategies that will help a deserving student obtain his or her master of library science degree.

That's truly what we mean when we say, "we're giving back to the community."

New York Black Librarians Caucus – Donna Hoke Scholarship Committee

Madeline Ford

The first Donna Hoke Scholarship was awarded in 1981. The scholarship fund was established to encourage minority students to enter the field of librarianship, in particular African Americans and those of African descent. In addition, the Caucus also seeks to facilitate the growth and development of students entering the field of librarianship.

The fund was named in honor and memory of Donna Hoke, a young librarian who was an active member of the Caucus and other professional and civic organizations. Donna Hoke was deeply concerned about the issues confronting minority communities and committed to bringing about positive change.

Who was Ms. Hoke? She was a woman, who began as a page in the Queens Borough public library, and went on to receive her masters degree in library science from the University of Illinois. Ms. Hoke was very interested in children, so she became a specialist in children's services. At the early age of thirty, Donna Hoke succumbed to Hodgkin's Disease. Because of Ms. Hokes' unwavering support and commitment to librarianship, it was decided by the Caucus to name the scholarship in her honor.

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[10] Jill R. Shellow and Nancy C. Stella, eds., Grant Seekers Guide 3rd. ed. Moyer Bell Limited), 16.

Even before the scholarship was named in honor of Donna Hoke, the Caucus recognized early on the challenges posed by constantly increasing costs of tuition and the need for qualified librarians to meet the expanding professional opportunities offered in the field. The Caucus was especially concerned with maintaining and increasing the number of Black librarians in the field to serve minority communities. Hence, the Caucus committed itself to awarding two scholarships per year. During the initial stages of the scholarship the Caucus raised money by 'passing the hat' and seeking donations from members and friends. This initial fundraising technique allowed the Caucus to award two $500 scholarships. The Caucus remains very concerned about the mounting costs for advanced studies and has used other fundraising methods as a means to increase needed funds for the scholarship. To that end, an annual Jazz Brunch is held. The brunch and the continued support of members and friends have allowed the Caucus to raise the scholarship award to $1000 and present that award to two qualified and outstanding individuals each year.

To qualify, a candidate must be enrolled in or accepted to an ALA accredited graduate school of librarianship, submit undergraduate transcripts, or a transcript of completed course work if already enrolled in a masters program, submit an essay on his or her interest in the field, and be interviewed by the Scholarship Committee. Scholarships are available to New York state residents only, however, candidates may attend library schools outside of New York.

The scholarship has one purpose, to seek out and award scholarships to qualified applicants. The matter concerning raising funds is placed on the fundraising committee, which is responsible for creating and implementing an event in which to raise monies for the fund. For many years this committee has successfully held a Jazz Brunch which brings together members of the Caucus and friends and family of Caucus members. To peak the interest and support of attendees a raffle is held at the brunch, which is usually met with great expectation and additional funds for the scholarship are raised. In addition to the money raised through fundraising, Caucus members can contribute to the fund when they renew their membership or make contributions to the fund at anytime.

As a Caucus, a scholarship committee was established to oversee the development of the scholarship process and the selection of scholarship recipients. The committee consists of members of the Caucus and seeks to have a diversified group. The committee has an elected chair and co-chair who are responsible for guiding the committee and overseeing all aspects regarding scholarship committee work. Other committee members are responsible for reviewing applicant portfolios and interviewing each applicant. The committee generally consists of four to six librarians from public, school, academic and/or special libraries. Librarians on the committee often work in a variety of positions and specialties such as children's services or management. The diversification of the committee adds to the mixture of knowledge and varied backgrounds, especially when choosing a recipient, who may have interest in a specific field of librarianship. Each committee member has his or her own expertise and lends their knowledge when reviewing applicants for the scholarship. In addition, a member of the executive board also participates during the interview and holds an ex-officio position, with no voting rights.

Over the years the committee has made many changes to keep pace with the changing role of librarianship and the changes in educational requirements for future librarians. One of the many duties of the scholarship committee is to annually review the application form, the qualifications, the evaluation form and the questions for candidates. Periodic review allows the scholarship committee to address concerns and issues that arise and make changes where appropriate. Where drastic changes are made, a formal report is submitted to the Caucus during a meeting. The Caucus is given the opportunity to review the current process and the changes being made. After discussions are closed, a vote is held for either acceptance or termination. In some cases, it is not necessary to seek the vote of the Caucus, but keep them abreast of changes that have been made. One example, is updating the evaluation form when it becomes outdated and needed to be changed.

This year the scholarship committee added a formal recommendation form to the application. The committee felt that a form was needed so that the recommender would identify himself or herself and address the applicants' ability to pursue a library degree.

The committee has a set deadline for scholarship applicants, which usually occurs during the summer. Using this date, all mailings are done at least 4 to 5 months prior. Announcements and scholarship packets are sent to area library schools, public library systems, city [NY] university libraries, public school library systems, previous year applicants, local and national newsletters, and national trade publications. On the announcement and packet forms a contact person is given who can be reached easily. Mailings and the use of electronic mail are also used to disseminate information about the scholarship. These methods have proven very successful and have reached a greater population of interested applicants.

Interviewing

What questions do you ask? Prior to the interview, committee members learn about the applicant from the essay, however, their are times that more information is needed. Committee members are either assigned or volunteer to ask a question. Each applicant is then asked the same questions to maintain uniformity and to keep the flow of the interview going. The questions look at a variety of areas that librarians are involved in. One question which often stumps applicants is one regarding "knowledge of books and other media." Oftentimes, applicants try to remember all of the scholarly books and journals they have read, when the committee is often content to learn other information about the applicant such as their favorite magazine or author, like *Heart and Soul* or J. California Cooper. Other questions regarding "knowledge of the profession," receive a varied range of answers. One thing that has been learned from the interviews is that many library students are not aware of the many roles and positions that a librarian can hold. We have noted that more should be done in terms of outreach to insure that future librarians explore all the areas of librarianship available to them.

Interviews usually last twenty to thirty minutes. Applicants are also given the opportunity to ask members of the committee any questions he or she may have at the end of the interview. The committee does its best to make the applicant feel comfortable and relaxed.

After the interviews are completed, the committee begins the arduous task of choosing two recipients for the scholarship. As you can imagine, this does not happen in a few minutes. Recipients are not chosen solely based on the scores they receive on the evaluation, but on their overall enthusiasm and knowledge of librarianship. Each applicant is weighed against the other until a final decision is made. Once a decision has been made, it is presented to the executive board for acceptance. If questions arise, the chair and co-chair of the scholarship committee provide the requested information to the board. After acceptance the two recipients are contacted and congratulated. Not only do the recipients receive the scholarship money; they are also given a one year free membership in the Caucus. Those applicants that do not receive the scholarship are sent a letter and are invited to join the Caucus and encouraged to reapply the next year. Three years ago the Caucus did extend free membership to all applicants, which resulted in many of them actively participating. Unfortunately, the Caucus was unable to continue this practice.

Scholarship Recipients

Where are they now? What have they done? The New York Black Librarians' Caucus has benefited in many ways by establishing and continually supporting the Donna Hoke Scholarship. The overall benefit has been helping Black library school students attain their goals to become librarians. Many of the recipients of the scholarship have gone on to hold a variety of positions within the Caucus and in their professional capacities. Two such people sit before you today, Tamara Stewart, who will be furthering her education this Fall and attending Pennsylvania State University to pursue a MBA, and myself, Madeline Ford, an academic librarian, treasurer for the Caucus and chair of the scholarship committee; we are both proud recipients of the Donna Hoke Scholarship. Other individuals include Ms. Phyllis Hodges, Library Director for the National Urban League, Mr. Andrew Jackson, Director at Langston Hughes Community Library and Cultural Center at Queens Borough Public Library of New York City, and Ms. Negla Ross-Parris, a former vice-president of the New York Black Librarians' Caucus and is presently, branch librarian, for the Brooklyn Public Library System. Other recipients are actively participating on one or more of the many committees for the New York Black Librarians Caucus and have careers in the many areas of librarianship.

Other benefits provided to recipients and applicants are formal and informal mentoring, networking, professional growth, and job opportunities.

Summary

Tamara Stewart

We hope our presentation has been both informative and inspiring. We also hope we have impressed upon you the urgency of the situation, and the vital role of African American librarians and library organizations in the recruitment of minorities into the library profession. The need to increase scholarship assistance to minorities is critical, but the rewards are many. There are also a number of issues that should be considered when instituting a scholarship. Establishing an organizational objective for the scholarship, fundraising and identifying other funding sources, creating a scholarship committee, choosing selection criteria, determining the eligibility of applicants, and instituting a screening process, are all points that should be considered. Offering a scholarship can also give an organization the opportunity to recruit new members into the organization, as well as offering participants the opportunity to network, be mentored, grow professionally, and find out about job and internship opportunities.

In sum, we urge everyone to examine your individual and collective recruiting efforts, and to accelerate them wherever possible.

Making Global Connections with Authors and Publishers

Follow In Their Footsteps

Glennette Tilley Turner[1]

Once as I was leaving a signing in Detroit a youngster ran behind me to ask a question. When he couldn't recall my name he called, "Miss Footsteps! Miss Footsteps!" This experience made me aware that everything I write has to do with people who were pathfinders. The biographies are of people who set an example for present and future generations to follow. The Underground Railroad books are about courageous men, women, and children who were trailblazing freedom-seekers. The underlying intent in my work is to challenge young readers to note how the people I've written about have overcome seemingly insurmountable odds to accomplish their goals. Implicit in this is that if those people could do it, so can my readers.

Following this introduction the attendees at this participatory workshop and I explored the study of language arts, math/science, and social studies in a context that children can readily relate to meaningful applications to their lives.

We acted out the skit which accompanies the biography of Charlemae Hill Rollins in Follow In Their Footsteps, entitled "A Conversation with Langston Hughes." The skit is a fictionalized account of what might have transpired on a day when Charlemae persuaded Langston to take a break from his research at the Hall Branch Library in Chicago to talk with children in her Negro History Club. I had learned that Nat "King" Cole, Dorothy Donegan, Harold Washington, John Johnson, Redd Foxx, Dempsey Travis, and other great achievers were among the students at nearby DuSable High School so they could easily have been present.

I shared some of the other ideas I've found to be effective methods of getting children involved in not only seeking information, but asking questions and independently doing problem solving. Following are examples of projects that will appeal to children.

LANGUAGE ARTS

Imagine a conversation between Rosa Parks and Dr. King. Write it in script format, and make it into a short play.

Mary Ann Shadd published a newspaper called the *Provincial Freedman*. Study how a front page is laid out. Draw similar lines on a piece of paper. Write stories and headlines about some things that interest you.

Ida B. Wells campaigned against lynching in her newspaper articles. Write a persuasive article about a present day social issue that you feel strongly about. Try to persuade your readers to act in the way you'd recommend.

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[1] Prior to the presentation of this workshop, I cut out large silhouettes of footprints and taped them to the floor of the hallway leading to the meeting room. I wrote the words "FOLLOW IN THEIR FOOTSTEPS" on footprints and taped them on the door to the room. I attached enlargements (11x 17) of pictures of Lewis Howard Latimer and the 24 people featured in my collective biographies, Follow In Their Footsteps and Take A Walk In Their Shoes, to a table at the front of the room.

Glennette Tilley Turner is an author, educator and historian, Newman Educational Publishing Company, Glen Ellyn, IL.

Alex Haley and Malcolm X. found creative nontraditional sources of knowledge. How could you utilize these same sources? What creative sources can you think of which would help you discover information on topics that interest you?

Phillis Wheatley and Langston Hughes were poets. What topics did they write about? Read some of their poetry. Write some of your own.

Oscar Micheaux wrote fictional books and adapted them for movies.

Fold 3 sheets of paper in half. Staple them on the fold so that they form a blank book. Write a title on the first page and a story inside.

Write a script based on your story. If possible plan to film it on videotape. Who will play the various parts? What will the setting be? (Oscar Micheaux did not have money to build movies sets. He would observe interesting houses or other places in his environment and film his movies there.)

MATH/SCIENCE

Look up pictures of airplanes (on the Internet, in books on the subject, or an encyclopedia) from the type Bessie Coleman flew to those flown by Chappie James. Read more about each. Compare speeds, controls, etc.

Mary McLeod Bethune started her college with $1.50. How many combinations of coins can you list that would add up to $1.50?

Maggie Lena Walker was the first woman in America to become a bank president. She headed a "penny savings bank." Oprah [Winfrey] has started an "Angel Network." What are some of the things (as scholarships and Habitat for Humanity homes) she has been able to do when viewers pooled their pennies, dimes and quarters? What are some of the other ways people can work together without any money to make the world a better place?

Look up Satchel Paige's baseball statistics. Compare and contrast these to your favorite current player.

Lewis Howard Latimer rendered the drawings for Alexander Graham Bell's telephone patent. Latimer worked in a patent law office. He and a co-worker had patented one of their ideas. It is likely that Latimer helped Bell with writing the specifications for the telephone patent application. The two men met after regular working hours to prepare that application. Bell's application narrowly beat other similar ones to the U.S. Patent Office. The telephone has been called one of the most important inventions ever. Find out all the ways this technology is at the heart of the Telecommunications Age.

Read how the blood plasma research of Dr. Charles Drew saved lives in World War II, in other conflicts, and in automobile accidents ever since.

SOCIAL STUDIES

GEOGRAPHY

Look at the world map. Place color coded pins or flags where each of the following people traveled: Dr. King, Leontyne Price, Arthur Schomburg, Satchel Paige, Bessie Coleman, Dorothy Height.

HISTORY

How were Frederick Douglass, Ida B. Wells, and Dorothy I. Height all important in the Women's Rights Movement?

Frederick Douglass operated an Underground Railroad station in his home in Rochester, NY. Harriet Tubman brought some of her "passengers" there. (See The Underground Railroad In Dupage County Illinois by Glennette Tilley Turner for related classroom activities.)

ECONOMICS

What was A.G. Gaston's secret to learning how to save? How did he decide which kinds of businesses to establish?

SOCIOLOGY

Draw an aerial view of an intersection on a paper. Make little cars out of paper. Attach a paper clip to each car. Slide two magnets underneath the paper to make the cars move. Show how they'd run into each other if there was no stoplight. Add a stoplight at the intersection. "Drive" your cars and show how much safer it is if we observe the lights.

Make a large intersection by putting lines of masking tape on the floor. Make a stoplight. Practice "crossing the street" with the help of the light.

Read the biographies of Bessie Coleman, Rosa Parks, Thurgood Marshall, Malcolm X, Satchel Paige, Garrett A. Morgan, and Carter G. Woodson. How did racial segregation and prejudice limit their life choices? How did they overcome these limitations?

MEANINGFUL APPLICATIONS TO CHILDREN'S LIVES

How One Person Can Make A Difference

Mrs. Charlemae Rollins was a children's librarian. She believed that all children were shortchanged by the fact that there were few if any pictures and stories of people of color in children's books. She wrote books and encouraged people like Langston Hughes and Arna Bontemps to write for children. She was joined in her efforts by the National Council of Teachers of English. Increasingly publishers published books telling every reader the important stories of girls and boys of all races and cultures. Think of ways you can make a positive difference.

CAREERS

Read the biography of a person who did a kind of work you might like to do. Find out what they did to prepare. Check out books on this subject. Find out if there are classes at school or the park district were you can gain some experience.

ART

Put a dab of red, yellow, and blue tempura paint on the edge of a piece of paper. Pretend to be Charles White and mix and paint with these colors.

Pretend to be Edmonia Lewis. Get some clay and use a Popsicle stick to "sculpt" a figure.

Take a handout on which the outline of a footprint has been drawn. Fold it in half and cut around the shape. Take the two footprints that result and personalize them. These can be conversation pieces and/or items to display on the bulletin board.

Workshop participants and I discussed how we might extend and/or implement these ideas. We brainstormed and jotted others onto a handout worksheet.

Multicultural Books Alive: Roots of an African-American Christmas: The Johnkankus

Irene Smalls

Let's go to Wilmington, North Carolina during the 1800s. At that time the most popular musical event for the entire community both black and white was the celebration of the Johnkankus, a festival honoring an ancient African chief. In observing the Johnkankus, the community members were continuing an African folk way but also creating one of the first African-American traditions. A tradition that has lasted around the world for at least two hundred and seventy-seven years and is still going strong.

Harriet Jacobs, a slave from Edenton, N.C., noted "Every child rises early on Christmas morning to see the Johnkankus...These companies of a hundred each, turn out early in the morning and are allowed to go around until twelve o'clock (midnight)" (pp. 118-119, 277-278).

There are two main theories as to the origins of the Johnkankus. The first is that the Johnkankus apparently originated along the West Coast of Africa and reached South America; Belize, the West Indies; Jamaica and the British colony of Bermuda, Nassau, parts of Brazil as well as the southern coast of America; Wilmington, Edenton, and Hillsboro, North Carolina with the African Diaspora of the slave trade.

This theory also incorporates an earlier Diaspora starting in the 1300's rather than in the 1700's with the slave trade. The Garifuna people of Belize trace their African traditions back to that period. This view of the Diaspora says that it was with the explorations of the west of Ab Aubakori II, Emperor of Ancient Mali (Ghana) from 1302 to 1311, that the African masquerading traditions were spread. John Conny, the African chief for whom the Johnkankus is believed named, was from ancient Ghana, as were those early African explorers. What is also clear is this exploration between 1302 and 1311 of African explorers lead to the colonization of parts of South America, Central America and the Caribbean where the Johnkankus (Jonkonnu) tradition is still extant.

In the traditional view of the Diaspora. An Englishman who visited Africa in 1725 wrote,

> I visited King Conny in his Castle, who received me very kindly with the usual ceremonies of their country, musick, drums and horns.

And, Edward Long, the author of History of Jamaica (1774) noted:

Irene Smalls is an author of children's books in Boston, Massachusetts.

> This dance is probably an honorable memorial of John Conny, a celebrated cabocero at Tres Puntas, in Axim, on the Guiney coast; who flourished about the year 1720. He bore great authority among the Negroes of that district (pp. 424-425).

Tres Puntas at Axim was a small town in the Northern province of the southwest gold Coast colony off the Gulf of Guiana, 38 miles West of Takoradi. Today it is part of the southwestern Ghanaian coastal town of Axim near Prestea at the mouth of the Ankobra River.

The second view is that the Johnkankus was propagated by the Papaws or Popos, a tribe from the so called slave coast of Africa. It is not clear which tribal grouping John Conny belonged to. Papaws or Popos were the largest group of Africans exported and enslaved in the early eighteenth century. They were speakers of Ewe and in this language there is a word 'dzonku.' a sorcerers name for himself, and, the word '-nu' meaning man. Put together the words mean a sorcerer man or witch-doctor. Folk etymology it is believed then transmogrified the words to John Canoe and its various derivations.

The festival was distinctive for its unusual costumes all made out of rags and tatters, found objects and recycled materials. The Jonkonnu members wore masks that were wildly original made from whatever odds and ends the slaves could find. The African-American slaves were some of the first environmentalist creating the entire festival from garbage and genius. The John Conny, another name for the Johnkankus, was also known for the inventing of songs and original chants, loudly and rhythmically performed to the beat of the drums called gumba (gombe) boxes made from animal skins pulled over a frame. Other instruments for the celebration were made from animal bones, sticks, reeds, cows horns and triangles. The basic instruments for a Johnkankus festival in North America were a drum, a reed instrument, and a triangle.

The leader of the parade or Johnkankus (Jonkonnu) himself was usually male but in Jamaica as early as 1769 there were male and female Connus. In the U.S. only toward the ending of the celebration around 1865 in North Carolina was an occasional Jonkonnu female. An 1877 painting by Winslow Homer called "Dressing for the Carnival" depicts a vestigial Johnkankus-like celebration in the town of Petersburg, Virginia. The Johnkankus is male while those helping him get dressed for the celebration are female.

The John Connu songs were always very inventive, funny and sometimes ended with a sting. Creating one of the earliest forms of protest songs. For Example:

> Poor Massa so de say "or"
> Christmas comes but once a year
>
> Down in the heel
> Ho rang du rango
> So de say
> Everyone should have a share
> God Almighty bress you
> Ho rang du rango
> so de say

Or the Jamaican counterpart

Massa Buccra lob for see
Bullock caper like monkee
Dance and shump and poke him
toe
Like one humane person, just so

At the end of the parade one or more of the Koners dressed in his (best) Sunday go to Meeting clothes would pass the hat and ask for donations of money or rum.

Oh poor Koners John
For me, For me my Lady
Give the poor Koners one more
cent
For me, For me my lady

If a donation was not forthcoming the Koners would sing a song with a definite bite.

Run Jinnie run, I'm going away
Going away to come no more
This am the poor house
I'm going away
This am the poor house

The money or donations given were used for an end of celebration party or carousal.

The festival has been extensively studied by the researcher John W. Nunley. Along the coast of West Africa and particularly in Freetown, there are two opposite manners of dressing for the African Masquerades, the precursor of the Johnkankus festival. One consists of fancy paper and cloth strips and beautiful headdress; the other is made of animal parts, plain dark gunny sack material and skin covered horn head pieces. The same stylistic and aesthetic parameters are found in the Jonkonnu of the West Indies, New Orleans, and the Carolinas.

In the American south the styles converged; the grotesque and fearful along with exquisitely beautiful costumed Johnkankus revelers.

Around the world the Johnkankus celebration still has several manifestations. In the celebration in Belize, South America on Christmas Day and several days thereafter until the end of December, people from the town of Dangriga in southern Belize in the Stanncreek District, dress up in colonial costumes and go dancing from house to house. The festival is called Jonkonnu and it is said to date from slavery times.

Jamaica is where the Jonkonnu has had the most popular continuous celebration. Today, the Jonkonnu is still celebrated in Jamaica and is a major tourist event. The Dictionary of Jamaican English has several citations from 1774, and it documents five spellings from various books of the time (1774 John Connu, 1801 Johnny Canoe, 1816 John-Canoe, 1825 Joncanoe, 1826 Jonkanoo), and several attempts at folk pronunciation. (1943 jancunoo, jankoono, jan-kunnah, 1949 Jan Cunnoo, 1951 Juncoonu) (Long, 1774).

The Johnkankus has been cited by some as a precursor of the Mummers parade in Philadelphia as well as the Mardi Gras in New Orleans, Louisiana.

On the island of Santiago, one of the Cape Verde Islands off the West Coast of Africa, at Christmas time there is a celebration called Kunizade that features odd creative costumes, instruments of pots, pans and found objects. On the island of Fogo, another of the Cape Verde islands, there is a festival called Canisado that is celebrated several times a year with the characteristic motley assortment of costumes and instruments.

Recently, The Gombey dancers have been revived in Bermuda for the tourist trade. If you see a group of people dancing down a Bermuda street to the sound of drums and whistles and if those dancers are wearing grotesque, colorful costumes, then you may well be witnessing that most elusive of Bermuda events -The Gombeys

The Bermuda Gombey is the islands' premier folk art. The troupe of anywhere from 10 to 30 people are traditionally male and sometimes from the same family, even though today there is sometimes a female, who pass the techniques of the Gombey from one generation to the next.

Created during the 17th century by slaves brought to Bermuda from West Africa, the Caribbean and North America, the Gombey dances borrows from many cultures. Gombey is derived from an African word meaning rhythm, and the dance itself is part West African, Caribbean and American Indian. The dances have names, and the musical accompaniment is usually a kettle drum, two snare drums, and a fife.

The dance is performed primarily on Christmas and Easter Holidays. It was born originally to be performed only on Boxing Day (December 26) and New Year's Day, when slaves were granted a brief rest, and celebrated their taste of freedom with extensive festivities and dances. Today, Gombey dancers also perform on the Monday after Easter as well as on other unspecified days.

The celebration of the Jonkankus almost completely disappeared among African-Americans around 1865 because of its association with slavery. African-Americans ashamed of their slave past wanted to purge all remembrances of their prior servitude. The Jonkankus was seen as a low class slave tradition and a reminder of slavery. A clear example of the disrepute with which the Johnkankus came to be viewed is that the word Koners became synonymous with a (ugly) buffoon or foolish person. Interestingly, toward its end in the African-American community, the Johnkankus was so favored that it crossed cultures and was continued by the white community until the early 1900s in Wilmington, N.C.

In the article "Wilmington, North Carolina: Do you Remember When?" Henry Bacon McKoy states,

> We went Coonering each year after the festivities of the Christmas Day had gone by. The boys of my neighborhood around the turn of the century engaged in Coonering no other time except between Christmas Day and the New Year. A group of five to ten boys would don whatever costume or garment he was able to get. There were sashes and shawls, overcoats and long pants. There were red bandannas, shirts and dresses. Everything had to be old and ill fitting. And then there was always the mask or Coner face. Early this year after reading Louis T. Moore's Stories of the Cape Fear Region, I learned that Coonering was a custom handed down to us by the Negroes. And that it was

> supposed to be Koonering as a ceremony of John Koner. We didn't know how to spell it. We just did it. And it was fun.

Welcome to remembrances of the African-American past, all to the beat, beat, beat of the gumbe box drum.

JUBA JUBA O YE JUBA, JUBA O YE JUBA
The John Conny Carnivale is here
JUBA JUBA O YE JUBA, JUBA O YE JUBA

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19. F. Igemeri Miyanda, Lawanseran Garifuna Heritage, Inc. Exhibit 1997. The Cambridge Multicultural Arts Center, Cambridge, Mass. Ò The Garifuna People.

Making Global Connections

Generating Community Awareness and Reaching Captive Audiences: The Role of Church Libraries

Gleniece Robinson and Harry Robinson, Jr.

PROGRAM PURPOSE

To showcase church libraries as an effective means in creating community awareness and reaching targeted captive audiences.

PROGRAM OBJECTIVES

- To discuss the role of church libraries as an effective method in generating community awareness.
- To learn the basics of establishing a successful church library
- To explore effective program opportunities.

TIPS FOR GETTING THE MOST FROM THIS PROGRAM

1. Introduce yourself. Meet your neighbors. Lots of valuable information can be picked up through the exchange of experiences and ideas and many valuable contacts can be made for the future.
2. Take notes. It's virtually impossible to remember all the material covered in a program. But, notes will enable you to recapture information that otherwise might be lost.
3. Talk with the Presenter during breaks about ideas or questions of specialized interest. You'll find that the presenter will be delighted to share knowledge with you.
4. Ask questions during the program. Be organized, concise, relevant, and fast-paced in asking a question. But do ask questions of general interest. You'll benefit yourself, and many other attendees as well.
5. Plan how you can translate what is being discussed into a specific action point or plan which can bring about improved results for you and your organization.
6. Write a report when you return from the program about what you have learned. And recommend how results in your operation could be improved as a result of these new insights.
7. Evaluate the session in as much detail as possible so that the presenter can continue to modify and improve the program for future attendees.

Gleniece Robinson, Ph.D. is assistant director, Dallas Public Library, and Harry Robinson, Jr., Ph.D. is director, African American Museum, Dallas, TX.

8. Communicate with the presenter and with fellow attendees after the session. You share the same challenges so it often makes sense to share your solutions.

9. Work hard.

10. And have fun!

THE ROLE OF CHURCH LIBRARIES

Vision

- Informed and Knowledgeable Constituency
- Changed Lives
- Spiritual Growth and Development

COLLECTIONS

The Library collections consist of information pertaining to teaching and learning in the following categories:

- Religious History
- Bible History
- Christian Doctrinal Theology
- Christian Morals and Devotional Theology
- Church History
- Denomination Sects of Christian Church
- Non-Christian Religions and Comparative Religion

SUBJECT COLLECTIONS:

Adult

- Sermons
- Christian Belief
- Stewardship
- Sunday School Study
- Cults
- Black History

TYPES OF MATERIALS

- Concordances and Indexes
- Dictionaries and Encyclopedias
- Modern versions of the Bible
- Original texts and early versions of the Bible.
- Interpretations and criticism
- Commentaries
- Geography, history, chronology of Bible lands and Bible times

Collections for Children

- Fiction
- Non-Fiction
- Religion
- Readers
- Counting/ABC
- Pre-School

CUSTOMER SERVICES OPERATING PRINCIPLES

- Satisfy customers
- Use resources economically and efficiently
- Evaluate and improve processes on a continuous basis
- Respect and value differences
- Focus on results
- Foster enthusiasm and optimism among your users
- Strive for excellence
- Support innovation and creativity

Contributed Papers

African American Academic Librarians: Getting Back to Our Service Roots

Anita D. Haynes

Service, a term very familiar to librarians, has been our constant goal, quantified and qualified. As the new century approaches, librarians still grapple with have and have- not populations. We must decide if service will be accessible to all, and if so, what quantifications and qualifications will be applied. These limits will affect academic librarianshp on every level—institutional, departmental, and personal. Can African American academic librarians ethically be content to provide information services to underserved populations only on the personal level, or are we obligated to advocate the same information services at the higher departmental and institutional levels? Do African American academic librarians have the professional and personal capital to spend? Are majority population library managers capable of objectively and accurately evaluating the African American academic librarian's expenditures of professional and personal capital? Are the minority students of our respective campuses helped or hurt by our expenditures? Is the philosophy of service different for majority and minority population academic librarians? If so, how long has it been different and when will the definitions merge into one? The final question is whether or not African American public librarians must bear the lion's share of service to underrepresented populations not technically described as the university community.

The precedents for our current systems of public and academic libraries were established well before African Americans were allowed minimal participation, as users or professional librarians. The public library system was initially the brainchild of the civic minded, though elitist, educated middle-class. Their goal was to continue the education of the common man. Unfortunately, the founders did not place much faith in the common man, believing instead in social stratification, natural inequities, and the folly of majority rule and social or economic leveling. The arrival of uneducated and unrefined immigrants added to the distress of the founders. A new reason for public libraries was born, to keep the common man from vice by placing an uplifting piece of literature in his hands (Harris 1973, 2510). Of course, it was up to the common man to come into the library without any real push or outreach from public librarians. When some librarians placed more emphasis on the cleanliness of the common man's hands, when he checked out a book, many common men began to view the library as another means of denying access to the American Dream (Harris 1973, 2512).

The twentieth century added a new urgency to the agenda of the public library and public librarians. The elitist quality of nationalism was eroded by the World Wars and the need to preserve democracy. The public library was forced to eliminate some of its self-imposed censorship and asked to build collections reflecting both sides of an issue, allowing the user more self-direction in decision-making. Unfortunately, public librarians were not forced into activist roles but relied again on the user to be self-motivated enough to seek the information. The status-quo, middle-class library user population did not change and public librarians were comfortable continuing to offer passive service (Harris 1973, 2514).

Public librarianship for African Americans took another route. Limited access to public libraries was allowed to African Americans, in areas outside of the "old south," prior to the twentieth century (DuMont 1986, 488). Usually, separate branches or independent libraries were established for African Americans (DuMont 1986, 489). The library training needs of African American librarians were considered different from those of majority population public librarians. Since most technical service functions were not conducted at the African American branches, African American public librarians were allowed the luxury of becoming totally service oriented and had direct interaction with users. Thus, African American public librarians had more training in children's services and reference (DuMont 1986, 492).

Though public library services for African Americans was not comparable to the services offered to whites, African American librarians added an extra dimension to service. The extra dimension was a sharing of knowledge and expertise with others. The African American branch of the library was often seen as the intellectual and cultural center and a meeting place of the African American community. The only other institution rivaling the library as an agent of change was the African American church (Lenox 1991, 47). While majority population public librarians waited for the common man to come into the library, African American librarians were more proactive and invited the common man into the library.

The same development, along racial lines, can be found in the history of academic libraries. If one reads the histories of historically black colleges and universities (HBCU's), the mission statements have an almost evangelical tone. A commitment was made to uplifting the race and educating and producing men and women to lead the race. Granted, there remained the elements of elitism, social stratification and racism on the part of benefactors, but a culture was allowed to flourish. Library schools, for African Americans, were established to fill positions in HBCU libraries, while philanthropists and religious agencies provided funds for library construction. The buildings provided forums for African American intellectuals, artists, health care providers, humanists, and humanitarians offering an intellectual center and meeting place for the community.

Before the public library became the intellectual center and meeting place for the community, African American academic libraries provided the service.

African American academic librarians have long been aware of the part access to information plays in the maintenance of democracy and freedom. Information allows mindful choice and empowers persons to make decisions concerning every aspect of life (Lenox 1991, 44). Racial integration, in higher education, threw the proverbial "monkey wrench" into the flow of information between African American academic librarians and the African American community. Majority population higher education had always been more elitist, paternalistic, sexist, and isolated from surrounding communities and minority populations. When African American academic librarians were hired on campuses serving majority populations, they were required to make choices: continued employment/tenure or unemployment/denial of tenure. Essentially, conditions which guaranteed continued employment forced us to forget our past, lay down our strengths, and follow the dictates of those who attempted to redirect our souls, spirits, and minds (Lenox 1991, 47).

The population of higher education's common man increased with the addition of minority students, whose informational needs were minimally met, at best by academic librarians, who were still considered the moral arbiters and custodians of information (Stielow 1983, 41). The 1960s, which included the war on poverty, the modern civil rights movement, the Viet Nam war, and increases in nontraditional student populations prompted some librarians to call for a redefinition of library service. Majority population campuses realized the potential of libraries as recruitment tools. Librarians were called upon to provide more services to undergraduate populations, minority populations, first-generation college populations, and older populations. Inevitably, librarians representative of these populations had to be hired. These minority librarians and librarians interested in leveling the "access to information" field asked, "what is owed to the community?" This question flew in the face of traditional majority population academic librarianship. Unfortunately, it still does.

Currently, as minority populations, older populations, and distance learning populations continue to increase on majority population campuses, the question of community service re-emerges as a large issue. The question of minority hiring looms large again, amended with retention. Much has been written on minority faculty in higher education, particularly African American women. Academe has not done a very good job of retaining minority women faculty in healthy surroundings. The same poor rating holds true for retention of minority academic librarians.

It is common knowledge that previously underserved populations will more readily seek library services from people who look like them. If minority librarians believe and work towards becoming proactive and market the potential of the academic library to reinvent service to all populations, the road is bumpy, at best. Bureaucratic roadblocks must be circumvented, such as low levels of staffing, inadequate funding, the lack of commitment from administrators toward retention of minority students and staff, elitism, sexism, racism and inexperienced managers (Alire & Stielow 1995, 510). If African American academic librarians are committed to reinventing the institution's heritage and tradition, what personal and professional capital must be spent?

Expenditures of capital can begin during the interview phase. African American women's strength and survival mechanisms can be misinterpreted by majority population employers. Speaking out for themselves, possession of a positive sense of self and inner confidence, and displays of strength and competence are often mistakenly identified as controlling, manipulative or aggressive behaviors (Bell 1992, 370). Positive recognition of such capital expenditures is an indicator of the parent library or institution's plan for the recruitment and retention of all previously underrepresented populations (Wright 1991, 80). Philosophical traditions held by African American librarians, such as service to community, challenge the traditional authoritarian and authoritative philosophy of the majority population's view of library service (James 1993, 121).

An example of the differences is the exploitation of technology in libraries. Majority population librarians view the new searching and full-text options as another reason to offer passive service. The student comes in, retrieves the information, is happy, and traditional service goals are met. Human interaction is more restricted by the librarian's reliance on user-friendly technology. Again, the common man/student is expected to come into the library of his own volition. Minority librarians view the new technologies as a means to bring more underserved populations into the library and offer more information of relevance to these users. Human interaction with users is more important if we wish to lead the patron to the information they need and will need in the future.

The ultimate question becomes, "Is change the goal of too few people with too little power?" (Farmer 1993, 198). Resistance to changing traditional service models manifests into special evaluative questions being asked of African American academic librarians. The questions are:

- What is he/she doing?
- Is he/she doing what he/she is "supposed" to be doing?
- Why is he/she here?
- Is he/she qualified to be here? (Farmer 1993, 204).

The answers are:

- Offering the highest level of service he/she can based on a long-standing philosophical basis.
- Yes, by offering a high level of service to all user populations.
- Offering service to all user populations and raising the usage statistics of underrepresented populations.
- Yes, even if he/she is a statistic for an affirmative action plan (Curry 1994, 304).

These questions reflect the African American librarians' expenditures of personal and professional capital. They also reflect resistance on the part of majority population academic librarians to change their passive models of service, proactively respond to the needs of new user populations, and exploit the expertise of the minority librarian. The minority librarian's efforts are not evaluated as positive or worthwhile, or he/she is relegated to a niche to serve only the minority populations, or is denied continued employment. In either situation, the capital is spent but the expenditures do not benefit the minority librarian, professionally or personally. Minority users begin to feel that their information needs or access to information of personal academic relevance are unimportant to the library. Ultimately, the minority students' success and retention rates suffer (Gregory 1995, 99).

In order for the professional and personal expenditures of African American academic librarians to be worthwhile, the library must honestly evaluate the quality of life for African American librarians. Questions of well-defined goals and policies, performance evaluation, supervision, support mechanisms, standards, measurement of outcomes, and isolation must be addressed (Gregory 1995, 96). These criteria should constitute a safe environment or atmosphere in which threats are not perceived, openly voiced, or hidden in a cloak of civility (Hernandez 1994, 19). Positive work environments lead to a sense of belonging, success and loyalty for all employees and user populations (Hernandez 1994, 20).

Everyone loses when an unsafe environment is in place. Attitudinal elements of elitism, ethnocentrism, and racism, based on the early model of academic librarianship affect the rewarding of salaries, tenure, and promotion to African American academic librarians (Curry 1994, 304). All of these factors have a negative impact on the retention of African American academic librarians, and the recruitment of minorities into academic librarianship. When professional and personal expenditures of capital are not recognized as worthwhile by administrators, the very real burdens, stresses and anxieties, professional and personal, that minority librarians face, particularly if they are the lone minority, are compounded and exacerbated (Curry 1994, 306). It is no longer tolerable to accept that majority population academic librarians cannot perceive their elitism, ethnocentrism, and racism because these "isms" are the normal practices, customs, habits, and philosophy of a majority group that disadvantages a minority group (Curry 1994, 307). Institutional policies, procedures, and practices should be in place to foster safe environments before conditions for minority academic librarians become so deplorable that they can only be expressed in discrimination complaints, exit interviews or lawsuits (Curry 1994, 308).

Yes, professional and personal expenditures of capital by African American academic librarians are beneficial, whether or not the expenditures are recognized as beneficial by majority librarians. The benefits are to the users, the department, the institution, and the profession. Recruitment and retention of students are enhanced when students perceive that the institution is concerned about their access to relevant information. The same is true for the recruitment and retention of minorities in other areas of academe and community borrowers are empowered when the library staff reflects the local community's population.

But, these expenditures are beneficial to the African American academic librarian only when the library leadership sets a priority on meeting the needs of non-users after recognizing the inequities which resulted from earlier service models addressing user needs more generally (Martin 1994, 5). Academic libraries, which began as elitist institutions, require a restructured image and philosophy of service if they are to include minorities as an integral part of academe (Alire & Stielow 1995, 509). African American librarians must continue to be proactive and lead the movement devoted to racial inclusion, at all levels of librarianship (Curry 1994, 310). In other words, we must continue to spend our professional and personal capital.

Hopefully, new national initiatives will lead to a merger of the two philosophies of library service. The American Library Association's (ALA) Spectrum Initiative has potential, even though the press release did not specifically state that retention was a goal. ALA is also searching for a Diversity Officer, who will be charged with the development of programs focusing on retention. African American women academics met at the Massachusetts Institute of Technology, to discuss racism, sexism, lack of recognition for black women scholars, and under-valuation of their work, among other issues. Lastly, with Dr. John Hope Franklin, a longtime member of academe, chairing President Clinton's new race initiative, the subject of retention in academe should be addressed.

We will not realize our goals in the immediate future, but continued research, dialogue, and activism towards the redefinition of service will make the expenditures of professional and personal capital, by African American libraries, somewhat easier to bear. Nothing will ever make the expenditure useless.

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Gift Books to Africa

Joyce F. Fletcher

The State of African Libraries

We are on the brink of a new millennium, which conjures up images of a new era of exciting possibilities and advances, yet libraries throughout Africa are in a dire crisis. Diana Rosenberg has cited "shrinking budgets, leading to the purchase of fewer resources" as a common problem that libraries face in Africa (Rosenberg 108). R. U. Ononogbo, for example, points out that in Nigeria, funding for academic libraries has decreased while the "cost of books and journals has gone up" to such an extent that "many university libraries can no longer afford to buy books and journals because of the rising costs" (Ononogbo 290-292). Similarly, "state public libraries . . . are poorly equipped and funded" (Mohammed 96). According to Cephas Odini, of the Moi University in Kenya, "In most African countries children's sections of public libraries are sub-standard" (Odini 44). Generally speaking, since the 1970's, "[t]he stagnation of the African economies and lack of basic necessities such as food and healthcare have reduced the finances available for library services" (Raseroka 153). For many African American librarians, this crisis is of special concern because Africa is our symbolic and ancestral home, and for a painfully long time in this country, we have been denied full access to educational materials. Moreover, this crisis in African libraries is sadly ironic because the African continent is still so rich in natural resources even after many decades of being economically exploited by foreign powers.

How We Can Help

While it is true that it is up to the governments of individual countries to solve these crises in library funding, there is something concrete that concerned librarians in the United States can do to help ameliorate the shortages of library materials in Africa. Mohammed M. Aman reminds us that "the Carnegie Endowment helped establish public libraries in Africa" roughly forty years ago. He calls on librarians today to "appeal to the many internationally minded foundations to seek their financial support" in aiding such libraries (Sager 244). Another option is to donate books and other important information resources to help stem the current famine in African libraries. David Henington emphasizes how basic the needs of some libraries in developing countries often are. He justifiably warns against sending damaged and useless materials abroad, but concedes that "gifts based on a clear understanding of needs, coupled with a cost-effective method of shipment" is a good idea (Sager 245).

How is it possible for us to donate books to African libraries when many libraries in the United States are also suffering

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from cuts in our own acquisitions budgets? The reality is that we may not have all of the latest online services, CD ROM products and other materials that we would like to have, but most of our libraries have stockpiles of valuable books and journals which for valid reasons cannot be added to or remain a part of our collections. Many of these materials, for instance, are duplicates of titles that we already own enough copies of. One beneficial way to use these resources is to donate them to disadvantaged libraries in Africa.

Where To Send Donations

Most librarians in the United States will acknowledge that their institutions do have materials that they could donate to libraries in Africa, but often wonder how to finance the mailing of gift books overseas. The World Bank, UNICEF (United Nations Children's Fund), and some religious organizations, such as the Church of Jesus Christ of Latter Day Saints, have ongoing programs.[1] Other organizations which provide assistance to donors who would like to send books and other library materials abroad include:

Brother's Brother Foundation
824 Grandview Ave.
Pittsburgh, PA 15211
412 431-1600

International Book Bank
608-L Folcroft Street
Baltimore, MD 21224
410 633-2929

International Book Project
Attn: Terry Bailey
1440 Delaware Ave.
Lexington, Kentucky 40505
606-254-6771

Also, you may contact an Information Resource Officer at USIA (United States Information Agency). They work closely with libraries in foreign countries, and spend months at a time working abroad. You may contact them through their Washington, D.C. headquarters at

USIA
301 4th Street S.W.
Room 508
Washington, D.C. 20547

Librarians interested in sending library materials specifically to Malawi should contact Nancy Lair, a professor at the School of Library and Information Science at Indiana University in Bloomington, Indiana 47401.

The UNESCO (United Nations Educational, Scientific and Cultural Organization) Network of Associated Librarians has been involved in organizing gift book programs to small towns in Senegal. Lynn Andersen, a librarian at the Durland Alternatives Library, Cornell University, has worked under this program to raise money to buy new books for the libraries in Yoff and Ngor, Senegal. To donate to this project, you may send checks payable to the Alternatives Library for the 1000 People Campaign; and gifts are also accepted at the Durland Library.[2]

A number of publications have been written detailing information about book donation programs including an article by Robert Doyle and a book by William M. Childs.[3]

Operation Crossroads Africa, Inc. accepts donations of new and used computers, peripherals, printers, and office equipment for their African Computer Literacy Program. There is a special need for audio-visual equipment in public libraries since many potential library users, such as farmers, are illiterate. The most effective method for them to learn about improved agricultural techniques would be through audio-visual materials (Odini 42-43). If your library has such equipment to donate it can be sent to Operation Crossroads Africa, Inc, c/o the Director.[4]

Identifying Specific Needs

It is useful to identify specific types of books and other materials that various African libraries especially need. UNESCO has a Regional Office for Education in Africa which runs literacy programs and multi-media centers in many areas. One way to find out about specific needs of the libraries to which you are interested in donating materials, is to inquire at the office in Dakar.

UNESCO Regional Office for Education
in Africa
BP 3311, 12 Ave Roume
Dakar, Senegal, West Africa

In addition, the annual publication entitled The World of Learning published in London by Europa Publications, Limited, lists names and addresses of colleges, universities, research institutes, libraries and archives in individual countries which provide information about their collection development needs.

It might seem logical for American libraries to donate their used books only to anglophone African countries since the vast majority of our materials are in English. However, don't dismiss the idea of sending English language books to countries for which French or Portuguese are the official languages. Often, students from these countries study English in school. Branches of public libraries in the United States routinely discard all journals and magazines after only one year, but leading black magazines, for example, could serve as a fun and entertaining way for students from countries like Mali, Zaire, Rwanda, Cape Verdes, or Togo to perfect their English language skills.

Perhaps the greatest need right now is for donations of childrens and young adult books. H. K. Raseroka of the University of Botswana has observed "that the majority of the people who use African public libraries are school-going children and youths" (Raseroka 156). One of the main reasons given for this heavy use among school children is "the shortage of relevant books in their schools" (Raseroka 156). Despite this fact, the trend is that only "[a] very small percentage of the materials budget is spent on young peoples' media, ranging from pre-school picture books to the teenage collection" (Odini 44).

UNESCO has published a resource entitled The Directory of Early Childhood Care and Education Organizations in Sub-Saharan Africa, which lists and describes the activities of 241 organizations based throughout Africa which are involved in educating very young children. This directory can serve as another avenue for finding more information about types of library materials needed for children in Africa and places to send them.[5]

Conclusion

Clearly, gift book programs cannot be the ultimate answer for the pressing needs of African libraries, but these types of projects could turn out to be an important part of the solution. Such programs can also generate good publicity for donor libraries in their local communities which often translates into stronger community support for donor institutions. They can even inspire community members to actively participate and contribute to the donor libraries' efforts. Establishing a gift book program at your library would also demonstrate your professional leadership and commitment to the ideals of free and universal access to information. Gifts to disadvantaged libraries in Africa is also an important step towards strengthening communication and cooperation with our colleagues in Africa, while simultaneously building up vital information resources for citizens of developing African nations. Librarians of African descent in the United States should be at the forefront in planning, organizing and implementing new programs to send gift books to our ancestral homeland. Then, as African economies begin to flourish in the 21st century, our generous gestures of brother and sisterhood may someday be reciprocated.

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[1] For information on programs sponsored by the Church of Jesus Christ of Latter Day Saints, contact Victor Brown at 801-240-2838.

[2] The Durland Library can be contacted at the following: 607-255-6486; Durland Alternatives Library, 127 Anabel Taylor Hall, Cornell University, Ithaca, NY 14853. For more information about their gift book projects, visit them online at http://www.news.cornell.edu/chronicles/3.7.96/alternatives.html; or e-mail them

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with your questions at cunews@cornell.edu.

[3] See Robert Doyle, "Donation Programs." *International Leads* 8 (3)(Fall 1994), p. 1-8; and, William M. Childs. American Donated Books Abroad: A Guide to Distributing Organizations American International Book Development Council, 1989.

[4] Contact LaVerne Brown, Director, at 475 Riverside Drive, New York, NY 10115-0050; 212-870-2106; 212-870-2055 (fax). Dr. Osei Darkwa of the University of Illinois at Chicago can help donor institutions with shipping costs, if necessary. You may reach him at the following: 621 S. Maple, Oak Park, IL 60304; e-mail: darkwa@tigger.cc.uic.edu; office: 312-996-8508; fax: 312-996-2770

[5] Bernard Combes, Information/
Documentation Specialist
Early Childhood and Family Education Unit
ED/BAS/ECF, UNESCO, 7 Place de Fontenoy, 75352 Paris 07 SP France
tel: (33) 01 45 68 08 12 / 06 86
fax: (33) 01 45 68 56 27
email: b.combes@unesco.org

Welcome to the Dance: A Global Partnership Between Librarians and Library Technical Assistants

Dr. Willie Hardin

> The rapid emergence and development of electronic information technologies make it possible to envision radically different ways of organizing collections and services the library has traditionally provided.
>
> The Andrew W. Mellon Fellowship, 1992

Introduction

If a library staff is defined as including both professional librarians and library technical assistants (LTAs), then they have many common duties and service responsibilities. They likewise share a common goal—wanting the best for their particular library. Realization of this common goal requires that professional librarians and library technical assistants, as the library staff, recognize the importance of forming partnerships, understand what makes partnerships happen, learn how to maximize the benefits from partnerships, and overcome obstacles to partnerships.

What is Significant About the Partnering Relationship?

A partnership is an association formed by two or more people to carry out duties in an organization. The partnership results usually from either a verbal or written agreement, and all partners have equal rights, responsibilities, and obligations. But within libraries, the people who work together and share duties, i.e., librarians and LTAs, generally do not perceive of themselves as partners or as working in a partnership arrangement.

With limited budgetary resources, academic libraries are being challenged both to expand their services and to satisfy new users' expectations while continuing to maintain many of the traditional functions and roles. Academic libraries, for several years the most stable and conservative of institutions, are in the midst of rapid and profound changes. As a consequence, the older hierarchy which defined separate roles and job responsibilities for librarians and for library technical assistants is less clear and is diminished.

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Over the past two decades, increased numbers of support staff have been pressed into service. These LTAs are found to be functioning at reference desks, in technical services departments, and in most other areas of libraries. They are performing tasks newly created or reordered which have been wrought by automation, networking, and other library changes. The impact of the emergence of LTAs as a distinct class of employees within libraries of the future and on librarianship as a profession may equal that of automation (Oberg !992).

Establishing partnerships of diverse kinds with various constituencies has been characteristic of library management in the 90s. Thus, the groundwork in partnering librarians and LTAs for new roles has been established. It is anticipated that, increasingly, establishing strategic interdependencies between librarians and LTAs will be a major thrust of library management in the new century.

What is the Impact on the Library Community

A principal outcome of the partnership of librarians and LTAs is the opportunity to establish new creative services and new creative ways to offer these services. An action plan should be developed for the 21st century detailing strategies for integrating these services with new patterns of job responsibilities. Threading through this plan must be interventions that promote a better working relationship between librarians and LTAs. Both groups must be made to feel more secure in their roles and more comfortable with each other. Effective partnerships are dependent upon this, and realization of effective partnerships is essential within the library community if the current role of the library within the academic community is to be continued and maintained.

Why Aren't We Dancing Together?

There are many reasons for the lack of greater partnering between librarians and LTAs. Few library education programs include team-servicing models that include LTAs as collaborators/partners. Consequently, librarians may neither realize the value of LTAs nor see the need for librarian/LTA Partnerships.

Additionally, partnering is often perceived as threatening the professional status of librarians. Academic librarians in particular tend to be "professionally-oriented." How could an LTA know more about librarianship than they? How could an LTA guide them in the provision of more effective reference service or library instruction?

During my presentations on partnering at library conferences, most of the attendees have been LTAs and other paraprofessionals. Librarians tend to shy away from them -- and the topic. At my last presentation, only three librarians attended. The result is a further exacerbation of the chasm that exists between librarians and paraprofessionals. Both LTAs and librarians come away from their respective meetings at conferences with few shared common experiences. Consequently, they return to respective jobs with each continuing to complain about the other and lacking a commonality of experiences to communicate. And, most importantly, LTAs and other paraprofessionals exit many of these conferences without the knowledge of the assistance more full participation in conference activities would yield.

Another reason for the lack of librarian and LTA partnerships is that some librarians may see a partnership as extra work. Typically, there is little motivation to assume this additional "burden." Collaboration involves change, and changing service tactics and developing closer professional working relationships require extra time and effort. And, the benefits are slow in coming – often too long in coming for both librarians and paraprofessionals. Yet, sadly, what many librarians fail to see is that putting energy and time into collaborative activities could ultimately enable patrons to be more effectively served and instructed. Such activities may develop skills that are commonly termed "life long learning."

Instead, librarians too frequently feel that they have enough work to do, that their turf is being invaded, and that their "job security" is in danger. "Someone else will know their job." Paraprofessionals therefore know that attempting to work collaboratively with librarians can cause harsh feelings. This is particularly true if the librarian enjoys working in the background.

So, many library staff members are hesitant to initiate partnerships. The turf issue may be too strong to overcome; others may have tried and become disappointed in the process. Some might just feel too uncomfortable with a partnership process. Finally, some library staff members simply don't want to partner with anybody. They may like and enjoy their independence, may have burned themselves out, or simply just like being in their particular department. In short, library staff may be fearful or uncomfortable about change in their surroundings or themselves.

However, responsibility and blame for the lack of partnership development cannot be ascribed solely to the library staff. Oftentimes the lack of partnering is due to the library director and his/her perception of the library's function. If the library director perceives the library to be a warehouse of materials rather than a teaching/learning center, then activities of both librarians and LTAs will be limited to warehouse type functions: storing, retrieving, and checking. If the administrator sees the LTA as a clerk, then they will not be asked to develop a partnering program, and librarians will continue to function as they always have. A direct relationship exists between library philosophy and policy on the one hand and library operations on the other.

Secondly, the library director may or may not provide the necessary training for partnering. Forming partnership between the librarian and LTA is totally new. Most librarians entered the profession before a partnership approach was considered as being needed and consequently, training is a necessity. Most librarians were trained for certain library functions such as reference, public and technical positions—not for partnering.

However, academic libraries are undergoing a process of rapid change. With limited budgetary resources, academic libraries are being challenged both to expand their roles and services and to satisfy new user expectations while maintaining many traditional functions. One way of addressing these challenges is through the creative use of partnerships.

Why Dance Partner?

Partnerships are important because faculty, students, and patrons deserve the very best library service possible. Certainly, both librarians and LTAs possess a set of unique competencies and skills. The most effective partnerships result from the identification of competencies and skills of each and the subsequent pairing of individuals whose skills and competencies complement each other. In so doing, the strengths and weakness of each can be offset. This pairing provides an optimum setting for librarians and LTAs to capitalize upon their own unique competencies in a setting in which both can work in parallel, planning and implementing activities and programs designed to address patron needs.

Past experiences document that both librarians and LTAs have the desire to work with students, and that each possesses unique skills and knowledge in doing so. Librarians possess content knowledge about their profession. This knowledge and skill focuses upon information and ways of acquiring and processing it, locating and accessing it, evaluating and selecting it, synthesizing and interpreting it, and organizing and sharing it (Farmer 1993). In addition, "librarians know students and faculty, but in a different context from that knowledge possessed by LTAs" (Farmer 1993). LTAs often have a special knowledge about students and other patrons since many interact with them on a daily basis. Librarians may also be considered generalists, in contrast to specialized service-centered paraprofessionals. Librarians will have an overview of the entire curriculum—a competence not found in most LTAs—as well as a knowledge of and a competence in another academic discipline. So, together, librarians and paraprofessionals could complement each other and provide a richer and broader base for student learning. In the process, the librarians and LTAs could learn from each other's strengths and weaknesses and develop themselves professionally.

What Makes the Dance Happen?

Librarians and LTAs possess those qualifications needed to build strong and effective partnerships. Since learning occurs throughout life, many opportunities in libraries exist to develop requisite knowledge and skills for building and sustaining these partnerships. But, these partnerships will not emerge without conscious, deliberate, and organized efforts. Library seminars, workshops, and institutes exist as possible approaches to raising the awareness level of both librarians and LTAs to the possibilities that partnerships provide, and also, to developing those skills needed to function within those partnerships effectively. They may also be used as mechanisms to generate ideas, suggestions, activities, and programs to be undertaken by the partnerships once they have been formed.

However, the main requisite for an effective partnership is a positive attitude, an open mind, a work ethic, a willingness to share knowledge and learning, and a recognition that change is inevitable—by both librarians and

LTAs. Librarians must realize that their job roles and responsibilities have changed. In academic libraries, librarians need to get out of the library, attend various graduate and undergraduate committees, visit various departments, meet with various faculty (individually and collectively), and present seminars/workshops. The library staff should be the most visible department on campus. For example, the introduction of new courses for degree programs should demonstrate and exemplify the involvement of the total library staff.

The library staff must be proactive in their educational endeavors and work with faculty and students to develop the best service/learning opportunities possible. This endeavor should include working collaboratively to maximize resources -- including library personnel and their competencies. The first step in this process, however, requires an analysis of self. Effective partnerships, coping with change, and taking a proactive role requires both the librarian and LTA to feel secure about their positions and in their knowledge and competencies. Secondly, both librarians and LTAs must consistently seek to develop professional partnering relationships -- in which the strengths of each are acknowledged and capitalized. Thirdly, partners must work to develop service strategies. Lastly, steps should be taken to make sure that others, both in the library and in academic departments, know that innovative attempts are being made to provide better services and programs.

A Delicate Dance: Impact on Library Community

"Avoiding adversarial relationships between librarians and LTAs is essential for high productivity and a healthy work climate" (O'Brien and Cowans 1995). The library's need to meet changing demands will, in the future, rest in large part upon the ability of its staff to partner. Although naysayers may say it cannot be done or deny the need, the old cliché which states that 'what is impossible today may be the norm tomorrow' may well truly apply to this situation. Library directors are looking to partnerships as one very important means of reorganizing staff to address new needs and to provide better service and connectivity.

The need to continue the expansion of services within the library, the modernization of technical support bases, and the extension of new and innovative programs for our constituencies necessitate new patterns of organization within our libraries. In a real sense, these partnerships constitute an emergency force that allows the library to meet the challenges posed by change. Partnerships between librarians and LTAs provide a realistic way of addressing both new needs and change while simultaneously providing greater connectivity with the communities served.

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Is Perception Reality? A Survey Of Customer Service At Selected Historically Black College And University Libraries

Inez Lyons

Introduction

Historically, libraries and especially academic libraries in particular, were prone to collecting numbers (statistics) as they relate to the operation of the library (Jacobs 1996). The collection of numbers has mostly focused upon the number of patrons visiting a selected area of the library, the number of periodicals checked out, how many persons visited the library during certain hours, etc. Whereas the collection of numbers has proven to be beneficial in providing general patron visitation data, they have been able to contribute very little to identifying the types of services rendered to patrons.

Companies and organizations in the business world spend large sums of money to identify the likes and dislikes of customers. Libraries, similar to other agencies that are a part of the public sector, are facing an increasing demand for demonstrated accountability. If libraries are to survive and thrive, they must realize that they exist to meet the needs of their customers and communities.

The purpose of this study is to determine user satisfaction at 1890 land grant university libraries. In keeping with the purpose of the study, this paper seeks to present the results of patrons satisfaction or dissatisfaction with the services they have received at four 1890 land grant universities.

Literature Review

A review of the literature was conducted to determine if any user satisfaction surveys of land grant historically Black college and university (HBCU) libraries existed. The literature search yielded no surveys that specifically addressed HBCU Libraries. However, the literature search revealed several articles that focused upon customer service and meeting the information needs of library patrons. Nancy Cornish, in her 1991 thesis, quoted Bunge who stated that "the library's ultimate goal may be defined as meeting its users' information needs, which is best assessed from the user's perspective" (p. 2). Marguerite Frey (1995) also supports the surveying of patrons to obtain their opinions. She states that "Effective long-range planning for an academic library must focus on the needs of those whom it was

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meant to serve. One of the most widely used methods for discerning those needs is to survey the users, most often through the use of a questionnaire" (p. 4).

Individuals in leadership positions have also focused their attention on customer service. ALA past president, Hardy Franklin took as his theme for the 1993-94 presidential year, 'Customer Service: The Heart of the Library.' Franklin encouraged all libraries to survey their patrons during National Library Week to determine how satisfied they were with their library. Where as the review of literature did not reveal any information to determine the frequency of conducting user surveys, some writers have suggested that such studies should be seen as a normal method of obtaining management data at regularly repeated intervals.

Methodology

Four 1890 land grant, HBCU libraries served as the population for this study. The participating libraries were Boyd Library at Alcorn State University, Coleman Library at Florida A&M University, Miller F. Whittaker Library at South Carolina State University, and the Frederick Douglass Library at the University of Maryland, Eastern Shore. The libraries were selected based on their geographical location and their directors' willingness to administer the survey to their students. Questions for the three-page Likert-type questionnaire were taken from the Systems and Procedures Exchange Center Kits, and were modified for this survey. Each site coordinator at the participating universities received, via overnight mail, 500 hundred questionnaires, prepaid postage to return the completed questionnaires to the investigator and permission to make additional questionnaires, if needed. Site coordinators were also asked to report the additional number of questionnaires to the investigator, and distribute the questionnaires for one week during September 1997. The public services areas of the libraries (reference, circulation, government documents and serials) were suggested as distribution points. The survey was administered in an attempt to characterize the respondents' and to ascertain their opinions about the services received from their university library.

Survey Results

The four land grant institutions have undergraduate and graduate programs. Most of the respondents to the surveys were undergraduates who make up the majority of the universities' enrollment. The investigator believes that the time the surveys were circulated may have been a factor in the low return rate. Table 1 shows that 409 students answered the questionnaire. Of those responding 30.6% were freshmen, 17.4% sophomores, 22.4% juniors, and 22% seniors.

Table I – Check the categories which apply to you

Rank	Responses	Percent
Freshman	125	30.6
Sophomore	71	17.4
Junior	92	22.4
Senior	90	22.0
Graduate	23	5.7
Faculty	5	1.2
Staff	2	5
Other	1	2
Total	409	100

Question two asked 'how often do you use the university library?' The data shows that a majority of the students reported using the library weekly or daily, with responses as follows:

Daily	166
Weekly	167
Monthly	35
Once a semester or less	11

For questions three, five, six and nine the following scale was used: (0=don't use; 1=very satisfied; 2=satisfied; 3=somewhat satisfied; 4=dissatisfied; 5=very dissatisfied)

Table 2 provides data that indicates that library patrons were satisfied with the services they received in the library. Patrons answering this question indicated that they are satisfied with the method of circulation for books; 248 individuals indicated that they could find materials in the collection 300 reported satisfaction with directional signage.

Table 2 - How satisfied are you with the following library services?

	Don't Use	Satisfied	Dissatisfied
Borrowing/returning books	85	322	13
Finding materials in the collection	35	248	74
Signs and directional aids to offices and services	29	300	19
On-line catalog	70	306	25
Card catalog	159	213	27
Reference books	51	290	29
Answers to reference questions	64	214	30
CD-ROM databases	146	204	27
Government documents	184	193	13
Microfilm/microfiche materials	157	193	18
Periodicals	94	244	38
Interlibrary loan of books or articles	171	164	28
Special collections	142	179	24
Photocopiers	118	187	106
Reserve reading	110	211	21
Study space	41	244	56
Audio visuals/learning center materials	80	114	7

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The fourth question of the survey was an open ended question asking, 'are there times when you would use facilities or services when they are not available?' Respondents answering this question reported they would like to see the library hours extended on weekends and during holidays.

Table 3 shows data that supports that patrons were satisfied with locating information in their library. Two hundred and forty patrons were pleased with the assistance they received from the reference librarians; and, patrons searching for information via the on-line catalog (57.7%), and those individuals who were performing their own database searches (59.16%), were pleased with the information they found.

Table 3 - Please rate your methods for finding information (facts/articles/books).

	Don't Use	Satisfied	Dissatisfied
Course bibliographies	127	191	11
Footnotes and bibliographies in books or articles	108	247	18
Database searches done by Librarians	103	206	15
Database searches done by yourself	69	242	18
Your own knowledge of indexes in your field of study	67	227	38
On-line catalog	76	236	15
Reserve reading materials	84	215	15
Handouts and quick guides	101	194	23
Stack browsing	100	180	27
Reference Librarians	59	240	24
Library displays of items	86	200	25
Classroom presentations by Librarians	106	148	28
Suggestions from a professor	67	211	31
Suggestion from colleagues/other students	58	204	33

Question six asked patrons to assess the adequacy of their libraries' collections for their work. Journals and magazines, books, newspapers and electronic resources are adequate for meeting the research needs of patrons. The replies were:

	Don't Use	Satisfied	Dissatisfied
Journals & Magazines: for class assignments (including term papers, theses)	56	178	73
Books: for class assignments (including term papers, theses)	39	235	69
Electronic information sources (CD-ROMS)	98	201	23
Non-print media (videos, sound recordings, photos)	133	171	16
Newspapers	90	239	28
Other printed materials (printed music; flat maps, microforms, government documents, technical reports)	159	124	29
Archives and Manuscript collections	176	119	22

Table 4 highlights the results of patrons who were unable to find the materials they needed from the library. Forty-two percent of the patrons answering the questions were unable to locate the materials they needed. Forty-six percent of the patrons could find information sometimes, and 12 percent of the patrons could not locate information.

Table 4 - How often are you unable to find the materials you need in the library? (Check One)

	Respondents	Percentage
Frequently	111	42
Infrequently	121	46
Never	32	12
Total	264	100

Question eight addresses the reasons patrons could not locate the information they needed in the library. One hundred and ten respondents indicated that they could not locate information because the library did not own it. One hundred and forty reported that they could sometimes find the information and sometimes they could not. Ninety-three patrons stated that the materials were checked out; 81 revealed that the materials were not where they were supposed to be, and, 51 indicated that the materials were mutilated or vandalized.

Table 5 - When you cannot find materials you need in the library, it is because: (check the most appropriate category)

	Frequently	Infrequently	Never	No Opinion
The library does not own the material	110	140	24	56
The material is checked out	93	151	48	47
The material is not where it is suppose to be	81	140	54	76
The material has been mutilated or vandalized	51	87	42	74

The tenth question was an open ended one that asked, 'If you could change or add one thing in the library, what would it be?' Patrons reported they would like to change the hours of operation, add more books and computers, more room in the "quiet area," more reference books so people can use them when computers aren't available, and to make sure stacks are periodically checked for missing documents.

Conclusions

The answers to the survey seem to reflect students/patrons satisfaction with the library services and the resources that are housed in their libraries' collections. The respondents were knowledgeable of the type of resources in the library, and it appears that they used the materials to meet their information needs.

Recommendations

From open ended queries, patrons would like to see the library open longer on weekends and holidays. A suggestion was made that more books in specific subject areas be purchased such as reference, humanities, and Afro American literature.

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Towards a Networked Community of Africans in the Diaspora: Problems and Prospects

John Agada Ph.D and Malore I. Brown, Ph.D

Abstract: *Peoples of the African Diaspora are historically the most isolated populations of the world. Given their shared history, culture, and socio-economic conditions, they could benefit from sharing ideas, experiences and collaborating to resolve common problems. The Internet and electronic networking technologies offer timely ways to interact with information resources and individuals worldwide. This article discusses the prospects and problems of using these technologies to network Africans in the Diaspora. It recommends strategies to library associations and information professions in these regions for achieving these goals. A bibliography of Internet sites of interest to peoples of African descent is appended.*

Introduction

Information is recognized as the most strategic resource in contemporary society (Bell, 1973; Cleveland, 1985). With this recognition has come the quest for universal access to national and global information infrastructures (Common Ground…1995). These infrastructures facilitate retrieval of recorded knowledge from databases as well as communication between system users worldwide. The Internet is the symbol of this emergent information environment. Connectivity to and use of the Internet is therefore perceived as a measure of the degree to which individuals or groups exploit the benefits of the new information resource.

The African Diaspora has historically been one of the most isolated regions of the globe. Since the peoples of the Diaspora share a common cultural heritage and socio-economic conditions, access to the Internet would enable them to create culturally relevant networks for sharing experiences and collaborating to solve common problems. Surveys of Internet access, however, suggest that these populations experience low connectivity and use compared to other regions and races (Hollis, 1995; Jegede 1995; Sadowski, 1993). This finding may be attributed to factors ranging from culture, technology, politics, and economics (Chatman, 1991; Matta & Boutros, 1989).

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This paper discusses the unique prospects of Internet access for networking among peoples of the Diaspora and attendant obstacles. Based on the insider-outsider theory of information transfer from the sociology of knowledge (Merton, 1972) it is assumed that use of the Internet by this group would increase if more information on the net were contributed by persons from within their subculture. The paper therefore suggests avenues for developing indigenous capacities for networking across the region. A sample of web sites contributed by peoples of African origins is appended.

Rationale for Diaspora-wide networks

Conditions of underdevelopment in the African Diaspora

The African Diaspora consists of all regions inhabited by Africans and their descendants. For purposes of this paper, the regions of interest will be limited to Sub-Saharan Africa, the Caribbean, and North America. In our discussions, examples will be drawn from Nigeria, Jamaica, and U.S. inner cities. Although dispersed geographically, these regions share a heritage of African ancestry. Consequently, there is a cultural continuity throughout the region as manifested in the arts, language, music, beliefs and lifestyles (Drake, 1990). In the health sciences, for instance, conditions such as sickle cell anemia and hypertension in the West have been traced to genetic roots on the African continent (King, et al., 1992).

Peoples of the African Diaspora are also characterized by conditions of underdevelopment, poverty, and need. African Americans who inhabit one of the foremost of industrialized nations are no exception. According to a United Nations Development Program (UNDP), more than 82% of the countries in the African Diaspora belong among the regions with the lowest Human Development Index (HDI) in the world. The HDI is a measure of life expectancy at birth, income, adult literacy and mean years of schooling (UNDP 1994). The following table illustrates the disparity between the conditions of Africans in the Diaspora relative to other races and regions:

Human Development Index (1992)*

Nation	Life Expectancy at birth	Adult literacy rate (%)	Mean years of schooling	HDI
High HDI (standard)	74.1	97.3	9.8	**0.886**
U.S.A.*	75.6	99.0	12.4	**0.925**
Spain	77.4	98.0	6.9	**0.888**
Chile	71.9	93.8	7.8	**0.848**
China	70.5	80.0	5.0	**0.644**
The Caribbean				
Grenada	70.0	98.0	4.7	**0.707**
Haiti	56.0	55.0	1.7	**0.354**
Jamaica	73.3	98.5	5.3	**0.743**
Africa				
Nigeria	51.9	52.0	1.2	**0.348**
Uganda	42.6	50.5	1.1	**0.272**
Zambia	45.5	74.8	2.7	**0.352**

*African Americans are at least 10 points below the U.S.A. figures.

The origins of these conditions may be traced to the slave trade and consequent colonization of the region by Europe. The economies and peoples of the African Diaspora have remained the most dependent and marginalized within the global system, long after national independence and emancipation from slavery. Today, their populations serve as consumer markets for Western manufactured goods, aid, and welfare programs (Adams, 1992). Except for the U.S., their national economies are debt-ridden and undergoing structural adjustment programs under the aegis of the World Bank and International Monetary Fund (Agada, 1995). Despite the infusion of numerous development programs during the last three decades, the conditions of underdevelopment in the Diaspora have persisted (Hamilton, 1989).

The modest dividends of aid and welfare programs in the Diaspora may be traced to the fact that they were often conceived and packaged by "experts" whose worldviews and value systems are inconsistent with those of potential implementers and beneficiaries (Agada, 1994; Hamilton, 1989). Agada posits that these programs are informed by positivist assumptions that knowledge had universal and a historical relevance (Agada, 1988). Consequently, little attempt was made to adapt these programs and their infrastructures to the needs, aspirations, and value systems of the consumers. A counter movement seems to be emerging in current approaches to development.

Grassroots participation as a development strategy

The history of development models since the turn of the century suggests ten year shifts in strategies (Hyden, 1995). Between 1955 and 1975, development strategies were dominated by the "trickle-down" and "basic needs" perspectives. While the "trickle down" perspective favored central government planning and control of economic growth initiatives, the "basic needs" approach which emerged around 1965 favored decentralized administration, emphasizing social equity over growth as measured by economic indices only. This people orientation evolved by the late 1970s into the grassroots participation approach. Although the emphasis on social equity was maintained, the role of the people shifted from being passive recipients of development "inputs" to being active designers of development projects.

These perspectives converged with the emergence since the late 1980s of a new development strategy of indigenous capacity building. This approach is defined as "open and pluralist, providing the conditions in which economic and political restructuring can take place in a constructive fashion" (Hyden, 1995, p. 313). Small group and individual initiatives are coordinated through intermediaries such as non governmental and community-based organizations. The quest for social equity within this development strategy assumes a democratic process in society. The wave of democratic reforms across the globe since the last decade is in part a legacy of this development ideology (Hyden, 1994). The implications of these approaches to development efforts in the African Diaspora are two-fold. First, they call for grassroots participation in the design and delivery of development programs. Secondly, since indigenous experts are few and far between, they draw attention to a need for them to exchange ideas and collaborate on joint projects. Given their shared historical, cultural and socio-economic conditions, they could share experiences of adaptations of "Western" or Euro-centric oriented programs to local problems. Such networks are likely to yield higher dividends in resolving problems arising from their common conditions.

Diaspora-wide collaborations would facilitate development of a body of indigenous knowledge and practices relevant to local needs as well as other parts of the developing world. As Esther Hicks, general secretary of the Advisory Council for Scientific Research in Development Problems in the Netherlands noted,

> Research results such as the lessons learned from Senegal and the Gambia about the effectiveness- in the field-of oral and injectable polio vaccines are potentially also relevant in South Asia, for example (Gibbs, 1995, p. 95).

Such knowledge, however, rarely crosses national borders. The Internet would make such Diaspora-wide communication and grassroots participation in development activities feasible. The prospects of Diaspora-wide networks using the Internet to balance global information flows and enhance communication efficiency and effectiveness are discussed below.

Prospects for Diaspora wide networks

Balancing global information flows

Compared to print, information sharing on the Internet is theoretically more democratic; allowing dialog rather than one way communication. In the 1970s and 80s, imbalances in the flows of communication of news and research content had led developing countries in UNESCO forums to advocate a "New World Information Order" (Masmoudi, 1979). Such imbalances are still evident in the control of news by a few multinational entities based in the West. Recently, David Lush of the Media Institute of Southern Africa lamented that "newspapers in Botswana were relying on Reuters for a story on Namibia and if there was no war or famine in Namibia, then no news on Namibia appeared in the papers" (1997).

Similar patterns of coverage are evident in the scholarly literature. Analysis of scientific papers published in 1994 by some 3,300 journals included in the *Science Citation Index*, a commercial database widely used by researchers, indicated these contributions by the following countries:

African Diaspora	Non African Diaspora
Nigeria 0.073*	U.S. 30.817
Jamaica 0.029	U.K. 7.924
Zimbabwe 0.024	Spain 2.028
Haiti 0.001	China 1.339
Bahamas 0.000	Chile 0.176

* Percentage of total for all nations

This imbalance in contributions from the African Diaspora and the rest of the world prevents researchers in these countries from sharing their discoveries with the industrialized world and with one another. This state of affairs may be attributed to patterns in the creation and dissemination of scientific knowledge in the West. Inclusion in the *Science Citation Index* and a few top databases ensures that an article will be read and cited when scientists search the literature for new discoveries in their field. Western research libraries and database publishers also rely on citation rates to select the journals they include (Gibbs 1995).

For journals from the less developed world, this is a vicious circle. According to Benitez-Bribiesca, editor of a Mexican medical journal, "We don't get many citations, because the journal is not well known because it is not in the international indexes" (Gibbs, 1995, p. 97). This closed system of review and citation has also been blamed on subtle prejudices as evident in the remark by Jerome Kassirer, editor in chief of the *New England Journal of Medicine*, "Very poor countries have much more to worry about than doing high quality research...There is no science there" (Gibbs, 1995, p. 97).

Such sentiments make the Internet appropriate for researchers, professionals, and lay persons in the African Diaspora to share their work, experiences and findings, rather than pander to the research agenda of their colleagues in the West. In 1995, Benitez-Bribiesca had observed that although researchers in Mexico have discovered new strains of drug-resistant cholera,

> ...international journals refuse our papers because they don't consider cholera a hot topic. But what if these strains spread across the border to Texas or California? They will think it important then. Meanwhile, the previous knowledge about the disease will have been lost (Gibbs, 1995, p. 94).

Researchers in the Diaspora who rely on Western scientific literature therefore, learn of problems or discoveries of local relevance only when such problems have reached epidemic proportions with global implications as in the case of the outbreak of Ebola in Central Africa.

The Internet is said to be a symbol of the information era, as the book was for the Industrial era. As a "system of systems" (Noam, 1994), it comprises multiple public and private telecommunications networks with the capacity for transmitting voice, data, text and visual information. Besides its use as an information source, the Internet is also a communication tool. The latter use may be in the forms of electronic mail, bulletin boards, electronic journals, and computer conferencing. However, the development of its services and content already reflects the biases of the print era. As Michael Marriot and his colleagues observed:

> ...blacks can feel like interlopers when they venture into computer stores, crammed with software that seldom reflects black images or African American tastes and habits. While popular CD-ROM discs are transforming computer screens into art museums of European and Euro-American art, few discs feature African or Latin American and African American art...The solution may be in browning of cyberspace. That means more content and services that appeal to non whites (1995, p. 62).

Enhancing communication efficiency and effectiveness

Internet and electronic networking facilities provide savings in time and cost, compared to telephone and mail services. These savings may be in forms of:

1. Increased efficiency through elimination of unreturned telephone calls and memos. Participants in an exchange do not have to be present simultaneously for messages to be received.
2. Costs are reduced due to lower phone and mail rates and reduction in paper work.
3. Increased effectiveness by offering additional communication options, adapting to user convenience and providing archives of user transactions.

Use of the Internet for dialogue between individuals and groups in the African Diaspora would ameliorate its image as a "white thing" (Marriot et al., 1995; p. 62). Africans in the Diaspora suspect the validity and relevance of knowledge originating from outside their lived experiences, trusting personal more than impersonal sources (Chatman, 1996; Metoyer-Duran, 1993). Like print, most contributors of information on the Internet are not black and come from outside the Diaspora (Gibbs, 1995, Marriott et al., 1995). However, the prospects for reducing ethnocentric bias in communication are higher for the Internet than print.

In 1996, Nicholas Negroponte advanced three reasons why the Internet can be made free of ethnocentric bias:

1. Low entry cost. One could publish on the Internet in any language with less than $2,000 in capital equipment and $10 per month in recurrent costs.
2. Customized access. Information can be delivered to a sparsely populated universe around the globe, without regard to geographic density and mass audience criteria. Thus, five Yoruba speaking physicians, who may have different lingua franca, can consult with each other and their clients on the effect of drugs, food, and life style on conditions of sickle cell anemia.
3. Selectivity. You "pull" information from the Internet, rather than have it "pushed" at you. Consequently, the reader has control of choice in what to view. Its potential for multimedia and language translation (with multilingual browsers) enhances its relevance and use by non literates and non English speaking populations who constitute a majority in the Diaspora (Negroponte, 1996).

To be competitive in the global economy, for instance, "national markets" in the African Diaspora need to be unified into regional systems. Online access to electronic markets and investment flows would enable formation of alliances and the development of niches for Diaspora products and services in the global marketplace. Without such collaboration, competitive production of raw materials and services could create conditions of oversupply and price dampening in the global economy. The fall in cocoa prices between 1986 and 1989 by almost 48%, for example, is attributed to boosts in cocoa exports by the contiguous West African nations of Ghana, Nigeria and Cote d'Ivoire (Bernstein, 1990). Although these countries are members of the West African Economic Commission (ECOWAS), there had been little information sharing and coordination of their market environments and strategies (African Telematics Symposium Report, 1995).

However, the Internet has been largely perceived as a unidirectional information source. The interactive communication facilities of the Internet have not been well publicized. Given the popularity of added values to telephone services, such as cellular, three-way lines, and call waiting options among the African American population in the U.S., it is speculated that, the prospects of the Internet in the Diaspora lie in its use as a communications tool. Several obstacles, however, need to be overcome before such prospects are realized.

Obstacles to Internet access and use

Obstacles to Internet access and use may be traced to historical and contemporary trends in the region. These trends are due to political, technological, economic, and socio-cultural factors.

Political factors

Although the peoples of the African Diaspora share a history and culture, the colonial experience left on them imprints of diverse political, economic and ideological systems. Thus, in each country, a system of European world views, values and language was superimposed on indigenous ethnic cultures and languages. In West Africa, for instance, the Yoruba ethnic group like many others, were divided into French and English colonies. The assimilationist policies of the French and American governments ensured that educated citizens of French colonies and African Americans respectively, were even more differentiated from their counterparts in other parts of the Diaspora. These differences are further exacerbated by the absence of a harmonized information infrastructure for Diaspora-wide networking.

Although new patterns of influence replaced the colonial balkanization of the Diaspora, Internet service providers still operate on national, rather than regional basis. Since no country (except Brazil) or group of Africans produce their own communications technology, the trend to deregulate the industry promises to place the provision of Internet services throughout the Diaspora in the hands of multinational corporations. Consequently the same multinational entity could theoretically serve African populations in the U.S., Jamaica and Nigeria. Although such a monopoly has not materialized, the prospect raises problems of the sovereignty of those nations as well as the security, privacy and control of the intellectual products of their citizens. It also discourages development of indigenous telecommunications industries.

Technological factors: Structural

The infrastructures for information services installed in the African Diaspora were inherited from the erstwhile colonies of Europe. The Caribbean and African nations, unlike the U.S., could not afford to replace these systems upon gaining independence. Most often, the quality and stability of electrical power in these countries was therefore marginal and their communication facilities, particularly the switching devices were unsuitable for transmission of digital data. Moreover, the region is home to a vast variety of national information infrastructures, many of which have incompatible telecommunications and electricity standards.

International contact within the Diaspora is therefore difficult. For example, telephone contact between Lagos in English-speaking Nigeria and Lome in French-speaking Benin Republic, which are less than 100 miles apart, has to be routed through London and Paris, because of their colonial links (Jensen, 1995). Such bottle-necks have persisted in the coupling of national infrastructures. For example, links between the 100% digital network of Botswana and the extensive, digital, fiber optic and ISDN capacities of South Africa can only be coupled with analogue circuits at 9.6 Kbps (Africa Telematics Conference, 1995), which is barely enough for individual users, let alone an entire nation's international traffic onto the global information infrastructure. Such problems leave satellite and off continent connections as viable options for intra-Diaspora communication.

This option is however unpopular in countries where the communications industry has not been fully deregulated. In Nigeria, for instance, the government has clamped down on satellite phone companies which circumvent the services of the state-run Nigerian Telecommunications (NITEL) (Clampdown on satellite phone operators scare investors, 1997). In Jamaica too, all the private service providers are tied to the government-mandated telephone monopoly (Internet access of Jamaicans, 1997).

In Africa, although up to 40 countries have electronic connectivity, only Egypt, Zambia, South Africa, Ghana, Algeria, and Mozambique have direct Internet access. Others access the Internet via nodes in the host countries of donor agencies. In Southern Africa, there are no less than 45 service providers (Jegede 1995). International donors and non governmental agencies are largely responsible for such access at little or no fees. There is however, little coordination between them. As a result, incompatible systems which cannot "speak" directly to each other have been installed within one country. In Nigeria, for instance, e-mails between Lagos and Ilorin, cities which are about 100 miles apart have to be routed through the nodes of their respective sponsors: the UNESCO Regional Informatics Network in Africa in Italy and the McMaster University, Ontario, Canada (Mejabi, 1995). Similarly, e-mail messages between Kingston and Mandeville, both in Jamaica, are routed through the Network Access Point in Virginia, USA (Internet access of Jamaicans, 1997). Such routing not only makes use of the Internet slow and expensive but is reminiscent of the colonial telephone services.

Technological factors: Social

Internet hardware and software are mostly developed and produced outside of the Diaspora. To attain optimal benefits, Internet use ought to be integrated not only into the technical but also the cultural, and socio-economic environment of the Diaspora. Access to and effective use of the Internet require literate and technically skilled populations. The lack of indigenous skilled systems designers, programmers and analysts would limit the degree to which services could be customized to local needs and communication patterns. Currently, however, unemployment is relatively high throughout the African Diaspora and the labor force is poorly trained. Moreover, there are indications that illiteracy and school drop out rates are on increase among these populations (Matta and Boutros, 1989).

Use of the Internet suggests an increase in the level and education of the work force. Moreover, there is evidence that children who have computers in the home are more likely to be computer literate. (The American Internet Use Survey, 1997). Given the socio-economic conditions in the Diaspora, ownership of computers is largely restricted to the upper middle class. A 1994 study for the

National Telecommunications and Information Administration, for instance, found that black households had the lowest rate of ownership of computers and modems among the racial groups in the U.S. (Marriot et al., 1995). In Africa and the Caribbean, the cost of a personal computer (PC) could be equivalent to several years' of a middle class income, thanks to IMF mandated currency devaluation. Consequently, most network participants depend on institutional, mostly government computers and subsidized billing payments. In addition, e-mail correspondence yielded several responses in which individuals from several Caribbean countries (Jamaica, Trinidad and the Bahamas) stated that they did have Internet access, but only through their place of employment or attendance at a university. Most respondents stated that they did not own a personal computer and the few that did own a computer stated the computers were not Internet capable. (Internet research, 1997).

Although the grassroots vision of the Internet is yet to be realized in the more affluent West, the prospects for such a vision are more dismal in the African Diaspora. It is unlikely for instance, that multinationals would champion the diverse needs` of the specialized submarkets and niches of these populations. Such needs which include the development of multilingual browsers for indigenous language translations and the integration of voice and image capabilities in electronic networks may be unattractive to profit-seeking multinationals. There is a historical precedent in the publishing of indigenous language literature in Africa during the last three decades. Such specialized markets were shunned by profit-oriented publishers. Sponsorship of services to specialized groups like non literate and indigenous speaking populations may therefore be left to the government and donor community (Agada and Jegede, 1995).

Socio-Economic factors

Capital resources in Africa and the Caribbean are scarce and many of the nations are debt ridden and currently undergoing economic structural adjustment. Investment in importation and maintenance of computers without direct and visible impact on the economy may therefore be hard to justify. Moreover, it may be argued that traditional communication modes are cheaper and more convenient (not requiring specialized training) than the investment in computer networks. Computers may also be perceived as replacing workers when used for clerical and labor intensive tasks.

A recurrent issue in the development of networks in the Diaspora relates to project sustainability. According to Lisse, "too many projects in developing countries have faltered after the outside funding ran out." (1995). Issues in the sustainability of network projects range from funding to technical support, service value and user ownership of projects. With dwindling aid budgets and the constraints on expenditures placed on welfare and social service programs, it is unlikely that many network projects will survive without fees. Economics of scale, therefore, serves as a powerful incentive for expanding network communities. According to the Nairobi-based Environment Liaison Centre International

(ELCI), a self-sustaining community using Fidonet software would require a base of 50 users paying US$10 per month and 50 cents per message. While such rates may be considered "cheap" in Western terms, in Africa where countries such as Ghana suffered a currency devaluation of up to 97%, without a commensurate growth in real incomes, they are exorbitant (Agada and Jegede, 1995).

Cost may not be the only deterrent to Internet use. Other reasons may arise from the lack of a technological culture. A study of use of a Milwaukee-based "grassroots" electronic network indicated that provision of these services alone does not guarantee use. Although the 5 year old service charged an annual subscription fee of $25 (which could be waived based on need), none of the study sample of gatekeepers in Milwaukee's African American inner city neighborhood had ever used the network (Agada, 1997).

Conclusion

Recommendations

Many of the obstacles identified above fall in the realm of international economic and political relations; and therefore, beyond the direct responsibilities of information professionals. However, the need to update existing infrastructures and train skilled manpower has long been recognized. (African Telematics Conference, 1995, Wint, 1997). Given the multiple initiatives by national governments, multinational enterprises, and non governmental organizations, it is reasonable to expect that the structural problems of technology access may be resolved in a couple of years.

The economic and social obstacles may be ameliorated in part by integrating the Internet into the information environment of Africans in the Diaspora. To ensure sustained use, the Internet must be identified with the popular cultural communication modes among Africans in the Diaspora. In particular, it ought to provide access to such knowledge systems that define reality for the majority of the populations. Such undertaking would involve those schooled in indigenous knowledge systems in information exchange on the Internet. Indigenous knowledge ultimately need to be documented, organized, up-loaded (in diverse formats and languages) and made accessible at any location.

The following recommendations are made specifically for the Black Caucus of the American Library Association and its sister organizations in Africa and the Caribbean:

1. Create a consortium of library associations in the Diaspora to serve as an advocacy group to monitor Internet access and use among Diaspora populations as well as a forum for training and sharing expertise, resources, and experiences.
2. Seek grants to support projects for linking libraries that do not have access to the Internet and training of staff and clients.
3. Organize workshops (free of charge or subsidized) for training on computer and Internet use for clients, and encourage them to input data to

the Internet, rather than use it solely for information retrieval.

4. Establish a listserv devoted to discussions relevant to common interests and problems of professionals and lay persons alike throughout the Diaspora.
5. Create World Wide Web home pages with links to information on the Internet dealing with issues of interest to Diaspora listservs and discussion groups.
6. Establish electronic mail services between clients throughout the Diaspora.

Summary

Peoples of the African Diaspora are historically the most isolated populations of the world. Given their shared history, culture, and socio-economic conditions, they could benefit from sharing ideas, experiences and collaborating to resolve common problems. The Internet and electronic networking technologies offer timely ways to interact with information resources and individuals worldwide. Current development and democratic forces the world over favor the use of the Internet for mass information sharing between professionals, scholars, and lay persons alike in the Diaspora. Obstacles for mass access to and use of Internet and networking technologies have origins in the historical and contemporary developments in the political, socio-economic, and technology transfer issues of the Diaspora.

This poses an enormous challenge to librarians, archivists, and documentalists, among others. While librarians and information professionals cannot directly impact all these factors, it is recommended that if we create Diaspora wide professional linkages, offer forums for clients across the Diaspora to network, and encourage mass training and education on the values and use of the Internet, such programs would go a long way in inculcating a culture of Internet use and ownership of its content in the Diaspora.

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APPENDIX

WEB SITES CONTRIBUTED BY PEOPLES OF THE DIASPORA

* American Visions:
http://www.americanvisions.com

A magazine of Afro-American culture, art, history, music, cuisine, heritage; an online service and web hosting service.

* Go-Jamaica:
http://www.jamaica-gleaner.com

Provides up-to-date information by the national newspaper (*The Gleaner*). Includes current news, tourism information, and information on commerce and industry.

* SpectraLinks:
http://maelstrom.stjohns.edu/archives/spectralinks.html

Internet guide to African Americans.

* USAfrica Online:
http://www.usafricaonline.com

A medium to bring Africans and African Americans to the same issues and interests of community service and strategic business networking.

* WorldWide Black Online:
http://www.wwbol.com

A forum to develop and publish information for people of African descent on the Internet.

* Blackworld:
http://www.Blackworld.com

"Your Friendly Internet Directory" includes "webvertisers: classified listings of businesses in Jamaica, Nigeria, Toronto, London, Capetown, Los Angeles, and San Francisco.

* NetNoir:
http://www.netnoir.com

Interactive online community for Blacks. Includes cultural information, news, entertainment, business and politics and shopping.

Quest for Equality: Louise Kerr Versus The Enoch Pratt Free Library of Baltimore, Maryland

Lisa M. Boyd

Abstract: *The librarians in attendance at the Third National Conference of African American Librarians are here today because of the trailblazers of the past. Only by glancing backward will we truly appreciate our progress forward. We must acknowledge the struggles of those that paved the way for us. This paper is an account of such a trailblazer.*

Background

Louise Kerr, an African American woman, was an elementary school teacher interested in becoming a library assistant. She applied for entrance into the librarian's training program offered by the Enoch Pratt Free Library (Library) of Baltimore, Maryland. Kerr was denied entrance into the training class by the Pratt Library, a decision based solely on race, not ability. In 1945 the National Association for the Advancement of Colored People (NAACP) sued the Pratt Library on behalf of Louise Kerr. NAACP counselors, Charles Hamilton Houston and W.A.C. Hughes, argued that the library functioned as a government agency and by denying Kerr access to the training class the library was denying her equal protection under the law.

Kerr Versus Pratt Library

"Way up South," is the expression that Thurgood Marshall, the first African American Supreme Court Justice used in referring to his hometown, Baltimore, Maryland. It was an apt description of Baltimore before the sweeping changes wrought by the Civil Rights Movement touched the city. Historically, employment opportunities for African Americans in Maryland as throughout the United States were quite limited. Juanita Jackson Mitchell, also a native Baltimorean and Civil Rights activist said of the times:

> . . . we couldn't be policemen. We couldn't be firemen. We had college educations. All we could do was teach, and there were no jobs because it was the Depression. We couldn't be librarians. We couldn't be taxicab drivers. It was a really totally segregated community and the barriers to economic opportunity were formidable. No banks, . . . couldn't drive the city buses. My goodness, there was very little you could do in Baltimore, mainly the menial domestic work, janitorial services. We were cleaning streets. . . . Now the post office employed colored carriers. That was the main source of employment.[1]

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Some of the larger industries such as the shipyards in Baltimore did hire Black men. There were always African American longshoremen. Bethlehem Steel hired Black people as menial laborers; however, promotions were unknown to the Black employees of the steel company. The unions also posed a tenacious obstacle to Black employment. The Gas and Electric Company excused themselves from not hiring Black meter readers by claiming that White housewives would not allow Black men into their homes to read the meter.

There were a few African Americans in the professions; however, Black professionals only served the Black community. Whites rarely used a Black lawyer or doctor. Hospitals refused to allow African American physicians to practice in their establishments. Some Black doctors affiliated themselves with White doctors in an effort to get their patients admitted into a hospital. Clarence Mitchell, chief lobbyist for the National Association for the Advancement of Colored People (NAACP), husband of Juanita Jackson Mitchell and a Baltimorean himself, exclaimed that, "nobody [meaning Blacks] in the professions was making much money. Doctors got along because their wives were teaching school. I don't know how the lawyers got along because most of them were dead broke."[2]

African American women were restricted in their career choices by gender as well as race. Educated Black women were teachers, nurses, social workers, or employees for Black-owned businesses. Both the educated and uneducated alike could always find employment as domestic workers.

Louise Kerr, a young African American woman, taught elementary school in the Baltimore public school system during the late 1930's and early 1940's. Ms. Kerr was a high school and normal school graduate. Normal School was a two year training program for teachers, primarily elementary school teachers. She also completed course work at the University of Pennsylvania. Kerr, however, wanted to become a professional librarian. The Enoch Pratt Free Library, the public library system for the city of Baltimore, offered a nine month librarians' training program. Upon completion of the program the graduate would be employed as a librarian by the Pratt Library.

In 1943, having taught school for five years, Kerr, at the age of 27, decided to pursue her goal of becoming a librarian and applied for entrance into the Pratt Library's training program. She was denied admission. The philosophy behind the establishment of the Enoch Pratt Free Library is quite ironic in view of Louise Kerr's experience with the institution. The Library was established by Enoch Pratt, a New Englander from Titicut, Massachusetts, who emigrated to Maryland and made his personal fortune in hardware. Pratt once said to a friend that Baltimore needed a "free library, open to all citizens regardless of property or color, who, when properly accredited, can take out books if they handle them carefully and return them."[3] Founded on the principle of free and equal access for all the citizens of Baltimore City, the Enoch Pratt Free Library commenced serving the public on January 5, 1886. The main Library building, its subsequent branches, and the collections were, indeed, open to all. The ranks of the library staffs, however, were not.

Prior to the Pratt denial of admissions to Kerr, over 200 Black applicants had been turned down by the Library for entrance into their training program. The Board of Trustees of the Enoch Pratt Library stated that it was "unnecessary and unpractical" to allow Black people into the library training program since there were African American assistants employed by the Library at the time of the Kerr application. "[I]n view of the public criticism which would arise and the effect upon the morale of the staff and the public,"[4] on June 14, 1933, the Pratt Trustees passed a resolution not to employ Black library assistants. The resolution completely ignored the issue of hiring African Americans who were professional librarians. In 1942 the Board of Trustees relented slightly in their earlier decision by approving the employment of two African American library assistants. By the time that Louise Kerr applied to the training program, there were approximately 150 senior and junior library assistants who worked at the main Library and its 26 branches. Two of the junior technicians were Black and worked in a branch that was located in a Black neighborhood. There were no Black professional librarians employed by the Pratt Library.

Unlike the applicants before her, Louise Kerr decided to challenge the Pratt Library's decision. She turned to the NAACP for help. Filled with talented and dedicated workers it was an engaging period in the life of the Civil Rights organization. In 1943 the NAACP filed a suit on behalf of Louise Kerr against the Enoch Pratt Free Library, its nine member Board of Trustees, the Mayor and the City Council of Baltimore. Kerr was represented by Charles Hamilton Houston, Dean of the Howard University Law School and creator of the NAACP's legal department, and W.A.C. Hughes, an attorney and a bishop of the Methodist Episcopal Church. The NAACP lawyers argued that the Pratt Library functioned as a public institution since it was supported by public funds. As a government agency, the Library, by excluding Ms. Kerr from the training program, had denied her equal protection under the law as guaranteed by the Fourteenth Amendment to the Constitution.

Equal protection under the law was the classic legal strategy crafted by Charles Houston and used brilliantly during the Civil Rights Movement by Houston and after his death, by Thurgood Marshall, his protege. During the 1930's and 40's the NAACP, led by Houston, began testing its legal strategies in Maryland on cases concerning the segregation of public education within the state, such as the Louis Kerr litigation. The NAACP assault on statutory segregation in education culminated in the 1954 Brown versus the Board of Education ruling. The Supreme Court's unanimous judgement to desegregate the nation's public school systems remains one of the most celebrated high court decisions ever rendered.

Kerr sought $60,000 in damages, an injunction restraining the Library trustees from refusing to admit her into the training program and an injunction restraining the city from allocating funds to the library if the library was determined to be a private corporation. Louise Kerr was joined in her suit by her father, T. Henderson Kerr, a Baltimore druggist. Kerr Senior, also represented by Houston and Hughes, sought an injunction against the Mayor and the City Council of Baltimore on the grounds that as a tax payer and property owner he was being deprived of his property without due process, since the Library, a recipient of his taxes, was a private not a public institution. Henderson Kerr sought $5,000 in damages against each of the nine Trustees and the Director of the Library.

Harry N. Baetjer and Allen A. Davis, counsel for the defendants countered the NAACP argument by stating that the library was a private corporation and that at the time of the Kerr application there was no need in the library program for new students. The trial began on February 24, 1944 with Federal Court Judge W. Calvin Chestnutt presiding. The first witness called was Dr. Joseph L. Wheeler, Librarian of the Enoch Pratt Free Library.

On March 7, 1944 Judge Chesnutt dismissed the Kerr suit against the Pratt Library. Ruling in favor of the Library, Chestnutt said the Enoch Pratt Free Library did not perform any public function as a representative of the State, therefore it was a private corporation. He went on to declare that the Trustees were not bound by the Fourteenth Amendment because the library was a private corporation and that the decision to exclude the plaintiff from the training program was not a discriminatory one. The policy of the Library to hire only White people for its staff with the exception of the two Black technicians, was not practiced with any intent to discriminate. It was

> the exercise of judgement in the selection of employees in the interest of the public service to be rendered and in consideration of the fact that the largely predominant patronage of the main and branch libraries had been by white persons.[5]

Undaunted by the defeat, Kerr and her NAACP legal team appealed the Chestnutt decision. The Fourth United States Circuit Court of Appeals in Richmond, Virginia heard the case. On April 17, 1945 the higher court overturned the Chestnutt decision and ruled in favor of Louise Kerr. In an opinion written by Judge Morris A. Sopher, the Court stated that the Library was indeed a public agency of the State of Maryland.

> How, then, can the well-known policy of the library, so long continued and now formally expressed by the resolution of the Board be justified as solely the act of a private organization when the State, through the municipality [City of Baltimore], continues to supply it [Pratt Library] with the means of existence.[6]

Subsequently, the Library filed an appeal with the Supreme Court, however, the High Court refused to review the decision. The Appellate Court's judgment stood. Louis Kerr was victorious.

The Board of Trustees rescinded their resolution excluding Black people from admission into the training program for librarians. It was now open to all. Any one who passed the training program's course of study would be employed on the staff of the Library. Joseph Wheeler, Librarian of the Pratt Library resigned. Unfortunately, Louise Kerr never entered the librarian's training program at Pratt.

Today, Carla Hayden is the Librarian of the Enoch Pratt Free Library in Baltimore. Dr. Hayden is an African American woman with an M.A. and Ph.D. from the University of Chicago. She undertook the leadership of the Pratt Library in 1993 during a very challenging period in its history. In recognition of her many successes since coming to Baltimore the *Library Journal* proclaimed Carla Hayden, "Librarian of the Year, 1995."

Conclusion

There is a saying that God never closes a door without opening a window. For Louise Kerr, the door of admission into the Enoch Pratt training program for librarians was slammed shut but God certainly opened a window of opportunity. He opened the window by using the courageous determination of Louise Kerr and her supportive father, the distinguished legal talents of Charles Houston, the dedication and dynamism of the NAACP staffs and the fair minded decisions of judges who truly believed in justice. The window to librarianship, raised by God through Louise Kerr and others, remains open for us all. However, as we continue to advance in our profession we must pause, look back and give thanks to those who have made our progress possible.

ACKNOWLEDGEMENTS

Thank you to the staff of the Enoch Pratt Free Library for their invaluable and graciously given assistance with providing information on Ms. Louise Kerr after the resolution of the court case.

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